DOCUMENT RESUME

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IDENTIFIERS	353 Project; *Family Literacy

ABSTRACT

The primary objective of the Parents as Teachers project was to present a series of workshops to help parents understand the vital role they play in their children's preschool and educational development and help them develop techniques to encourage children to read, participate with their children in various craft and educational activities, and build their children's self-esteem. Parent-child interaction activities were presented, and educational personnel served as models to reinforce target skills. Home visitors visited homes to help parents with specific needs. During the project grant period, 131 families attended family workshops and family nights. At least 35 families attended programs for 3 or more months. Among the workshop participants were 8 families from local adult literacy classes, 34 families receiving Aid to Families with Dependent Children, and 88 families from shelters. All of the parents participating in a project evaluation meeting reported spending much more time reading to their children, and many reported attending more activities at their children's schools. (Attached to this report are a handout on learning styles, guidelines and games for encouraging children to read, instructions for 22 craft projects, and self-esteem activities.) (MN)

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ED 367 862

PARENTS AS TEACHERS PROJECT

LEARNING STYLES

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Baltimore County Public School

ADULT EDUCATION

makes the difference

Bert A. Whitt, Director
Office of Adult Education

CE 065 956

FINAL SEC. 353 PROJECT REPORT SUMMARY
FISCAL YEAR 1992
(Program Year July 1, 1991 - June 30, 1992)

Title of Project: Parents As Teachers Project

Grant Period: 10/1/91 to 6/30/92

Grant Amount: $26,000.00

Contact Name: Elizabeth Anne Young
Baltimore County Public Schools
Address: 6901 N. Charles Street

Towson, MD 21204

Telephone: (410) 887-5792

Project Description:

Through this project, parents learn the vital role they play in their children's pre-school and school educational development. Parenting workshops are given to help these parents develop techniques to effectively read to their children, choose age-appropriate books, go on field trips, choose toys, help with homework, and make and play games with their children. Parent/child interaction activities are designed to reinforce these target skills. Modeling is done by educational personnel to again reinforce skills that are taught. Home visitors visit homes to help parents with specific needs.

Project Outcomes:

One hundred and thirty-one families attended family workshops and family nights during this grant period. At least thirty five families attended programs for three or more months. Eight families came from Adult literacy classes in Lansdowne. One grandmother brought her granddaughter and non-reading daughter. The daughter then joined her mother in a literacy class. Thirty-four Project Independence Families (A.F.D.C.) were part of our project. Eighty-eight families came from shelters.

In an evaluation meeting held with our parents, all parents shared that they have read much more with their children since starting our project. One mother shared that her family now plays one of the games given to them by our project every night. An overwhelming majority voiced that they have attended more activities at their children's schools.

Questionnaires were sent to the teachers of children in the project. Responses were very positive. Teachers reported that the children came to school and told the other children about the activities. Many of the children were so proud of going to a program with their mothers. A high school teacher even shared with the office the incredible change she had seen in one of her students. This was significant because she taught this boy for two years and she couldn't believe the change since he had been part of the project. Fifteen teenagers came to our activities, helped by reading to and interacting with the younger children, and continued to come back. Many times the teen would read the books given out because they missed them as young children.

The Office of Adult Education applied for and received a grant from the 7-Eleven Read to Succeed Program to continue this project in June and July. Forty families attended the workshop and a family field trip to the Zoo in June and twenty-six families attended a workshop and a day trip to Cloisters Children's Museum in July. Books and materials have been donated to the project from numerous churches and businesses.

Conclusions/Recommendations:

The positive response this program has received has been incredible. Parents were very receptive to information and help that was given them. Most shared that education was not important in their families when they were growing up so they didn't know how to help their children. The books and materials which were provided were very appreciated and utilized. Modeling was the best teaching technique for the parents because many had no experiences to draw on as to how to parent in a positive way.

Description of Products (if any):

Seven video tapes were made of our family workshops. Booklets were designed on each workshop theme. A slide presentation was developed to share the project with other educators.

Products are Available from: Baltimore County Public Schools, Office of Adult and Alternative Education, 6901 N. Charles St., Towson, MD 21204, (410) 887-5792

Cost: Reproduction cost & supplies

{51DL1}

LEARNING STYLES INTRODUCTION

"Learning style is like a fingerprint. No two are alike."

PARTS OF LEARNING STYLE:

ENVIRONMENT -

Sound (Or no sound?)

Light (How much? What kind?)

Temperature (hot/cold)

Design (formal/informal)

EMOTIONAL ELEMENTS -

Motivation - Anyone will learn if taught in the way they learn best and learn what they want to know. To be motivated, though, they must feel success.

Persistence - Being able to stay with something to learn.

Responsibility - This only comes when a student is able to do what is asked without fear, embarrassment.

STRENGTHS -

Auditory (hearing)

Visual (seeing)

Kinesthetic (doing)

Tactical (touching)

DOES YOUR CHILD -

* like to look at picture books
* point out visual things
* watch television for a long period of time

LEARNING STRENGTH MAY BE VISUAL.

DOES YOUR CHILD -

* like to listen to music
* follow oral directions easily
* can repeat sounds exactly

LEARNING STRENGTH MAY BE AUDITORY.

DOES YOUR CHILD -

* like to draw
* like cooking an crafts
* like to color
* like to play with play dough, blocks, puzzles

LEARNING STRENGTH MAY BE TACTUAL.

DOES YOUR CHILD -

* LIKE MOVEMENT
* NOT LIKE TO SIT FOR VERY LONG
* LIKE OUTDOOR GAMES AND SPORTS
* ALWAYS SEEM TO BE IN MOTION

LEARNING STRENGTH MAY BE KINESTHETIC.

SUCCESS THROUGH LEARNING STRENGTHS

STRENGTH	LEARNING IS BEST WHEN USING:	AT HOME:
Hearing (auditory)	tapes, records, discussions, teacher talks through learning	Use a tape recorder to study, discuss, play auditory games
Seeing (visual)	Reading, drawing pictures, coloring, making webs, watching television	Write directions; make pictures; use index cards, coloring, magic markers, posters; read ahead
Doing (Kinestetic)	Acting out, moving (whole body is part of the learning)	Acting out, making games and playing them, crafts, tracing, puzzles, field trips
Touching (Tactual)	floor games, writing, tracing, using computers (hands on way to learn)	Make games; use things that can be felt like crayons, chalk, clay, sandpaper; write everything; make index cards; trace and copy words and facts to be learned; make puzzles

USING MANY SENSES

SEE IT! SAY IT! FEEL IT! DO IT!

WAYS TO DO IT:

* Saying and tracing
* Games - make them and play them
* Index cards and a tape recorder
* Make drawings
* Make puzzles
* Use clay, sandpaper, chalk, crayon, sand
* Books with records
* Record your own books
* Make posters
* Put words next to objects in your home
* Make learning fun

MEDICAL INFLUENCES THAT EFFECT LEARNING STYLE

* EAR INFECTIONS
* ALLERGIES
* VISION PROBLEMS
* DIET
* LACK OF DOMINANCE

HOW TO ENCOURAGE YOUR CHILD TO READ

BY
SHARON PITCHER
READING SPECIALIST
OFFICE OF ADULT
EDUCATION
BALTIMORE COUNTY
PUBLIC SCHOOLS

HOW TO ENCOURAGE READING SO IT BECOMES A LIFE-LONG ACTIVITY:

*TAKE TIME TO READ TO YOUR CHILD FROM THE YOUNGEST TO THE OLDEST.

*READ WITH YOUR CHILD. LET THEM CATCH YOU READING.

*HAVE BOOKS, MAGAZINES AND NEWSPAPERS IN YOUR HOUSE.

*MAKE FAMILY TRADITIONS AROUND READING.

*GO THE LIBRARY AS A FAMILY. HELP YOUR CHILD CHOOSE BOOKS THAT THE CHILD WILL ENJOY. FIND BOOKS ABOUT THINGS YOUR CHILD IS INTERESTED IN. GET YOUR CHILD A LIBRARY CARD.

*PLAY GAMES TOGETHER THAT REQUIRE READING.

*GIVE BOOKS AS PRESENTS.

*REWARD YOUR CHILD FOR READING.

WHAT NOT TO DO IF YOU WANT TO ENCOURAGE YOUR CHILD TO READ?

*DON'T PUNISH YOUR CHILD BY FORCING HIM OR HER TO READ.

*DON'T DO THE CHILD'S HOMEWORK. THIS GIVES THE CHILD THE MESSAGE THAT THEY CAN'T DO IT THEMSELVES. DO NOT SIT NEXT TO THEM WHEN THEY ARE DOING HOMEWORK. LET THEM DO IT, YOU LOOK IT OVER, GIVE SUGGESTIONS, REWARD GOOD WORK, AND CONSULT TEACHER IF THE CHILD HAS A LOT OF PROBLEMS.

*DON'T TRY TO TEACH YOUR CHILD SOMETHING BEFORE THE TEACHER DOES.

*DON'T DRILL THEM FOR HOURS. TRY GAMES INSTEAD OF FLASH CARDS.

*DON'T TRY TO FORCE YOUR CHILD TO STUDY IN THE ATMOSPHERE THAT IS MOST COMFORTABLE FOR YOU. TRY TO GUIDE YOUR CHILD TO FIND THEIR OWN LEARNING STYLE.

*DON'T PUNISH POOR GRADES UNTIL YOU KNOW WHY THE CHILD EARNED THAT GRADE.

WHAT SHOULD YOU READ TO YOUR CHILD?

*FOR SMALL CHILDREN, CHOOSE BOOKS WITH RHYME, REPETITION, AND WAYS THEY CAN HELP YOU TELL THE STORY.

SOME EXAMPLES THAT YOU CAN USE:

CHICKEN SOUP WITH RICE (Sendak)

PIERRE (Sendak)

DRUMMER HOFF

BERENSTAIN BEAR BOOKS

NURSERY RHYMES

PATTY WOLCOTT'S BOOKS

*IF YOUR CHILD IS FRIGHTENED ABOUT SOMETHING OR YOU WANT TO TALK TO THEM ABOUT SOMETHING, READ A BOOK TO THEM ABOUT ANOTHER CHILD WHO HAS THE SAME PROBLEM.

SOME EXAMPLES THAT YOU CAN USE:

CHARLOTTE ZOLOTOW'S BOOKS

MERCER MAYER'S BOOKS

EZRA JACK KEATS' BOOKS

*AS YOUR CHILD GETS OLDER (AROUND 6 OR 7) FAIRY TALES AND FABLES ARE AN EXCELLENT CHOICE FOR

BEDTIME STORIES. THEY ALSO HELP YOU TALK TO YOUR CHILD ABOUT VALUES.

*AS YOUR CHILD GETS TO THE THIRD OR FOURTH GRADE, GET LONGER BOOKS THAT YOU CAN READ TOGETHER A FEW PAGES A NIGHT. THEY MAY READ A PAGE AND YOU READ A PAGE.

SOME EXAMPLES THAT YOU CAN USE:

LITTLE HOUSE ON THE FRAIRE SERIES.

JUDY BLOOM'S BOOKS

THE RAMONA SERIES BY BEVERLY CLEARY

WIZZARD OF OZ

*FOR OLDER CHILDREN, TAKE TIME TO ENJOY THE CLASSICS TOGETHER. YOU MAY HAVE MISSED THEM AS A CHILD AND WILL ENJOY THEM AS MUCH AS YOUR CHILD.

SOME EXAMPLES THAT YOU CAN USE:

SECRET GARDEN

LITTLE WOMEN

ADVENTURES OF TOM SAWYER

ANNE OF GREEN GABLES

CALL OF THE WILD

THE CAY

THE LION, THE WITCH AND THE WARDROBE

JOHNNY TREMAIN

WRINKLE IN TIME

NANCY DREW MYSTERIES

CHOOSE YOUR OWN ADVENTURE STORIES

SIGHT WORD GAMES

THE FOLLOWING ARE ALL GAMES THAT CAN BE PLAYED WITH SIGHT WORDS, ALL THAT YOU NEED ARE TWO SETS OF THE WORDS THAT YOU WANT TO PRACTICE:

1. Concentration: lay all the cards down and each player turns over two, reads the cards and tries to make matches.

2. Pairs Card Game: Each player is dealt five cards. It is played similar to rummy. The purpose is to make pairs by asking for a certain word and pulling if the person you ask doesn't have it. The person to go out first wins.

3. Take Away: Lay out five cards, the child reads them and then covers his eyes. Take one card away. The child has to name the word taken away.

4. Lay out five cards and give the child a sentence with a word missing and he has to choose a word from the cards laid out.

Patterning is also an excellent way to increase the child's reading level. The following are games that can be made for vowel patterning:

1. Think of six words for about five word families. (Such as at, ip, ive, ate, etc.) Make cards with the words on it and about five wild cards. Each person is dealt five cards. One is turned up. The child tries to play a card with the same vowel pattern on it or beginning with the same letter. If he can't play one, he can use a wild card to change the pattern or pull a card. The first player out wins.

2. Play a rhyming game. How many words can you write in a minute that rhyme with "cat," etc. Or make up little funny rhymes such as:" The cat sat on the rat's hat'.

3. Make dominoes with ryhyming words instead of numbers. The child can build by matching the rhyming words. This could be played with by one child.

A VERY IMPORTANT TIP:

IF A CHILD JUST CAN'T SEEM TO GET A WORD, EITHER A SIGHT WORD OR SPELLING WORD, PUT THE WORD IN BLACK LETTERS ON A WHITE PAPER OR CARD AND HAVE THE CHILD SAY THE WORD, THEN TRACE IT SAYING EACH LETTER ALOUD. DO THIS A FEW TIMES UNTIL HE CAN WRITE IT FROM MEMORY. THIS USES ALL THE SENSES.

ALSO, NEVER SPELL A WORD ALOUD FOR A CHILD. WRITE IT ON A PIECE OF PAPER AS YOU SPELL IT ALOUD AND GIVE THE CHILD THE PAPER. THIS EMPLOYS TWO SENSES AND THE CHILD IS MORE LIKELY TO REMEMBER THE WORD.

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HAND TEST

IF YOU WANT TO KNOW IF A BOOK IS ON YOUR CHILD'S READING LEVEL, DO THE FOLLOWING:

1. OPEN THE BOOK TO ANY PAGE IN THE BOOK.

2. HAVE YOUR CHILD READ THE PAGE ALOUD TO YOU. EVERYTIME THE CHILD MAKES A MISTAKE, PUT DOWN ONE FINGER ON YOUR HAND. IF ALL FINGERS ON YOUR HAND ARE DOWN, THE BOOK IS TOO DIFFICULT.

3. THEN ASK THE CHILD A FEW SIMPLE QUESTIONS ABOUT WHAT HE READ, IF HE HAS MADE LESS THAN FIVE MISTAKES AND ANSWERS THE QUESTIONS, IT IS THE CORRECT READING LEVEL FOR HIM.

HOW YOU CAN SHARE THE NEWSPAPER WITH YOUR CHILD?

*READ THE COMICS TOGETHER.

*DO THE CROSSWORD PUZZLE WITH AN OLDER CHILD.

*READ "THE KIDS PAGE" TOGETHER.

*HELP THEM TO FIND WHEN A T.V. SHOW IS GOING TO BE ON.

*PLAY A GAME WHERE THEY TRY TO FIND INFORMATION IN THE PAPER.

* USE THE PAPER TO PRACTICE LETTER AND WORD RECOGNITION.

*WHEN SPECIAL EVENTS HAPPEN, HELP THE CHILD CUT OUT PICTURES AND STORIES TO MAKE A SCRAP BOOK.

*COOK FROM RECIPIES IN THE PAPER.

*IF YOUR CHILD WANTS A SPECIAL TOY, HAVE THEM READ THE NEWSPAPER ADS TO FIND IT ON SALE.

Snatch the Cheese

Objective

The student will practice reading words, phrases, or sentences from stimulus cards.

Materials

Game sheet
Poster board
Stimulus cards
A die
Game pieces

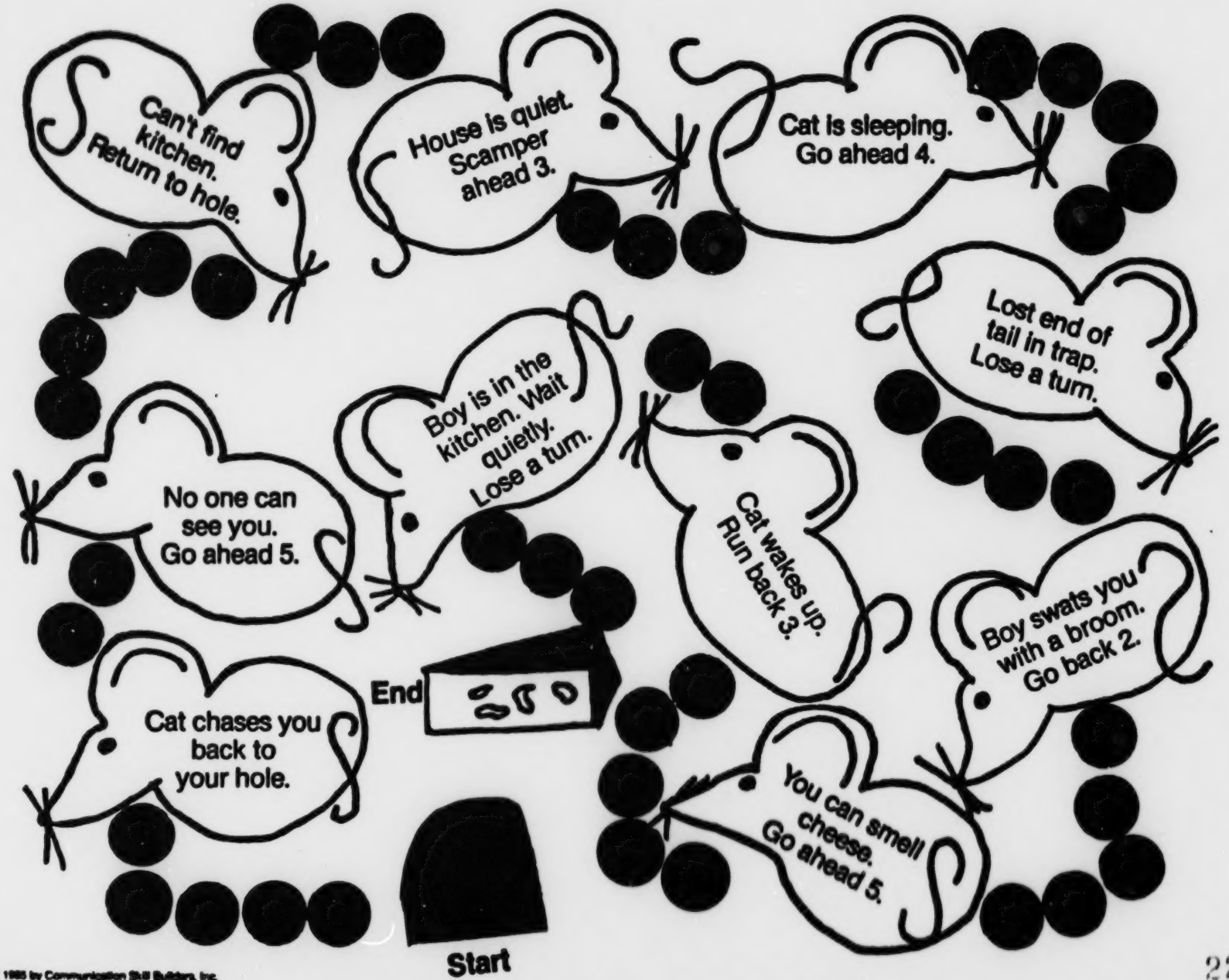
Making the Game

To make the gameboard, reproduce the game sheet on poster board. For longer durability, laminate the gameboard.

Playing the Game

The first player reads a stimulus card, rolls the die, and moves a game piece the number of spaces indicated on the die. A player who lands on a mouse space must follow the directions there. The game continues with players taking turns. The first player to snatch the cheese (by landing on it) on the exact number of spaces specified on the die is the winner.

Snatch the Cheese


Can't find kitchen. Return to hole.
House is quiet. Scamper ahead 3.
Cat is sleeping. Go ahead 4.
Lost end of tail in trap. Lose a turn.
Boy is in the kitchen. Wait quietly. Lose a turn.
No one can see you. Go ahead 5.
Cat wakes up. Run back 3.
Boy swats you with a broom. Go back 2.
End
Cat chases you back to your hole.
You can smell cheese. Go ahead 5.
Start

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Eat'm

Objective

The student will practice reading words, phrases, or sentences from stimulus cards.

Materials

Game sheet
Poster board
Stimulus cards
A die
Game pieces

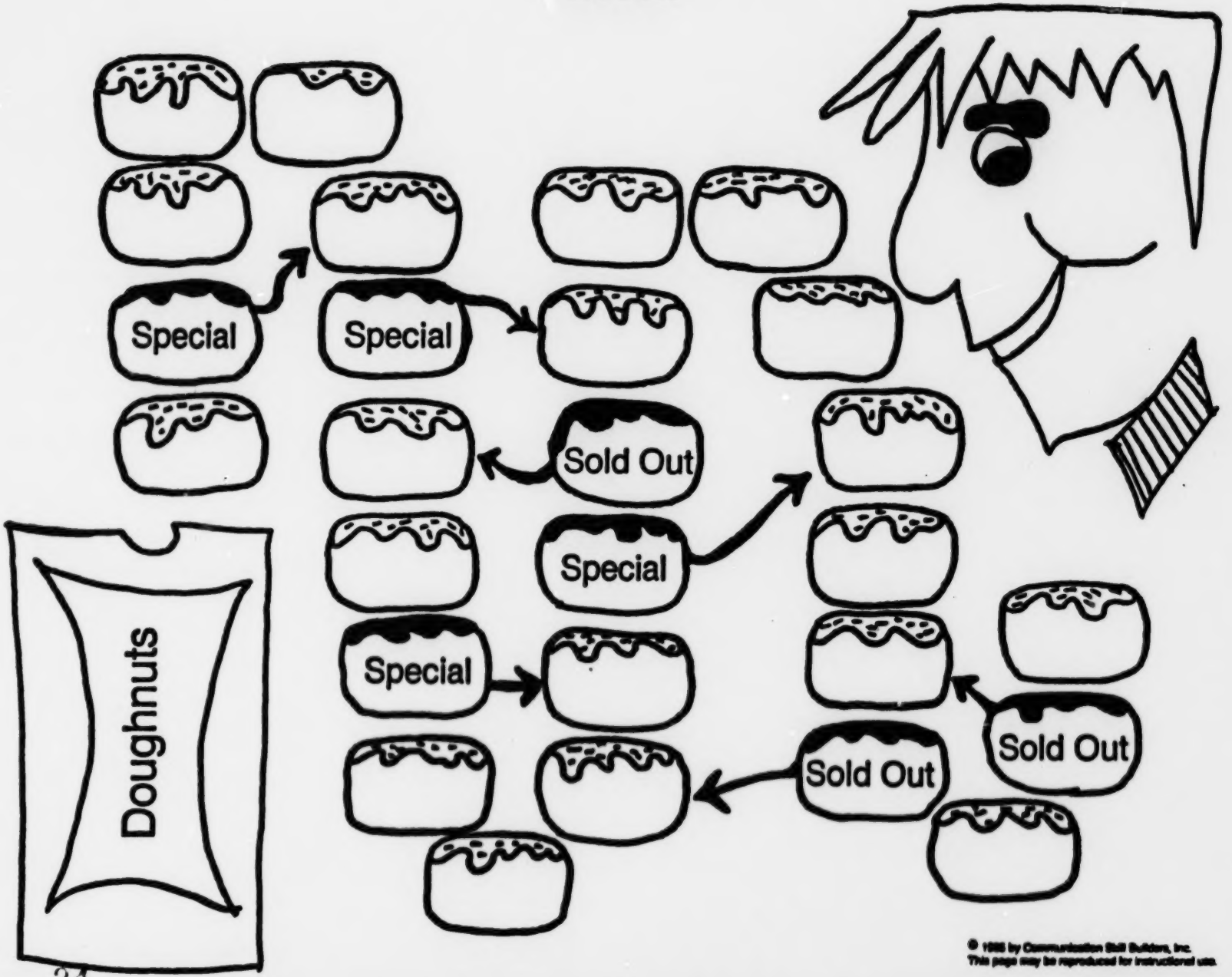
Making the Game

1. To make the gameboard, reproduce the game sheet on poster board. For longer durability, laminate the gameboard.
2. If desired, paste or tack a real doughnut bag over the bag illustrated on the gameboard.

Playing the Game

The first player reads a stimulus card, rolls the die, and moves a game piece the number of spaces indicated on the die. A player who lands on a doughnut marked *special* advances to the space indicated by the arrow. A player who lands on a doughnut labeled *sold out* must go back to the space indicated by the arrow. The game continues with players taking turns. The first player to reach the last doughnut on the exact number of spaces specified on the die is the winner.

Eat'm



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Up and Away!

Objective

The student will practice reading words, phrases, or sentences from stimulus cards.

Materials

Game sheet
Poster board
Stimulus cards
A die
Game pieces

Making the Game

To make the gameboard, reproduce the game sheet on poster board. For longer durability, laminate the gameboard.

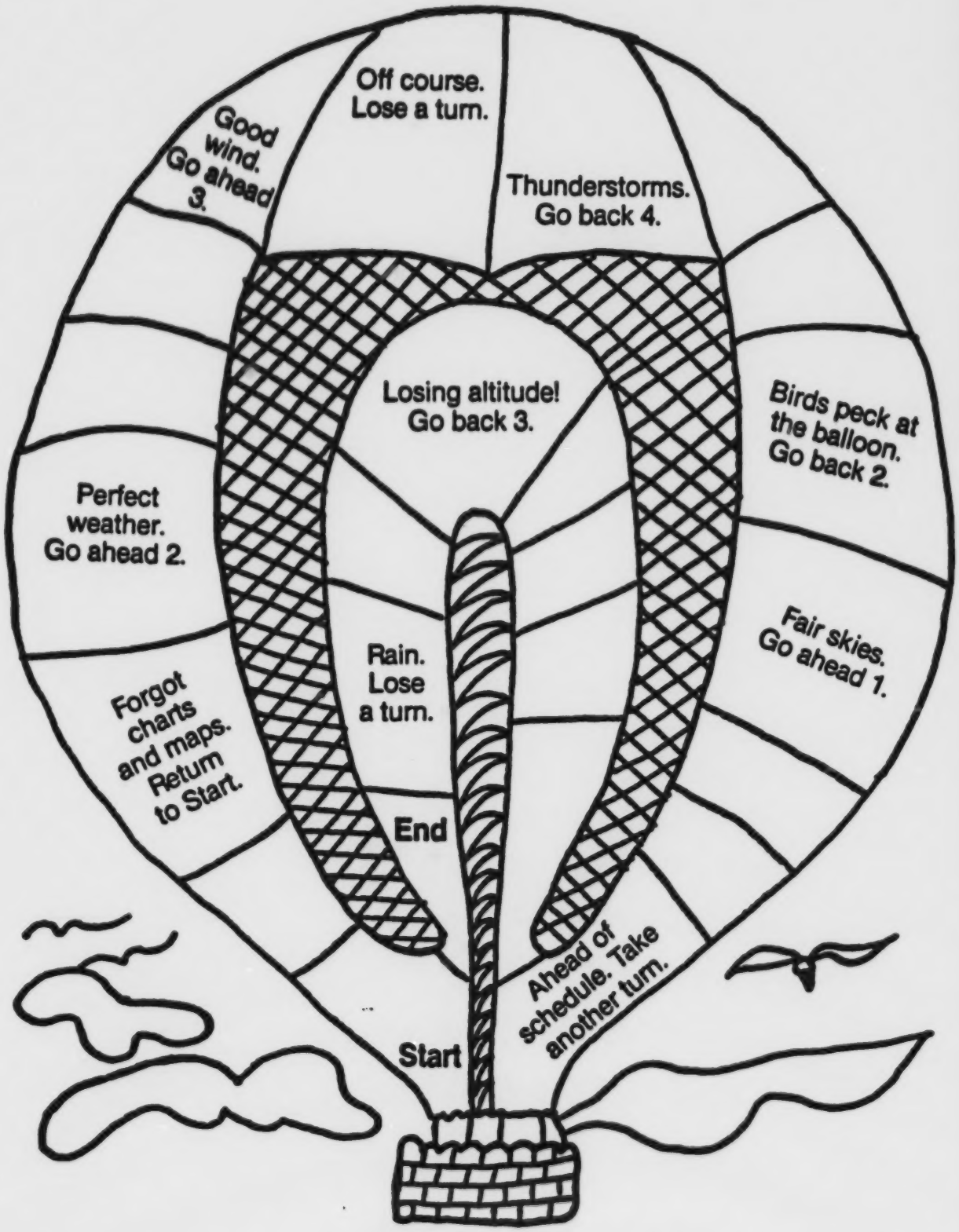
Playing the Game

The first player reads a stimulus card, rolls the die, and moves a game piece the number of spaces indicated on the die. A player who lands on a space containing directions must follow those directions. The game continues with players taking turns. The first player who arrives at *end* on the exact number of spaces specified on the die is the winner.

Variation

To increase the number of words drilled, more than one circuit around the gameboard may be made.

Up and Away!


Good wind. Go ahead 3.
Off course. Lose a turn.
Thunderstorms. Go back 4.
Losing altitude! Go back 3.
Birds peck at the balloon. Go back 2.
Perfect weather. Go ahead 2.
Fair skies. Go ahead 1.
Rain. Lose a turn.
Forgot charts and maps. Return to Start.
End
Ahead of schedule. Take another turn.
Start

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Gametown, USA

Objective

The student will practice reading words, phrases, or sentences from stimulus cards.

Materials

Game sheets
Poster board
Stimulus cards
A die
Game pieces

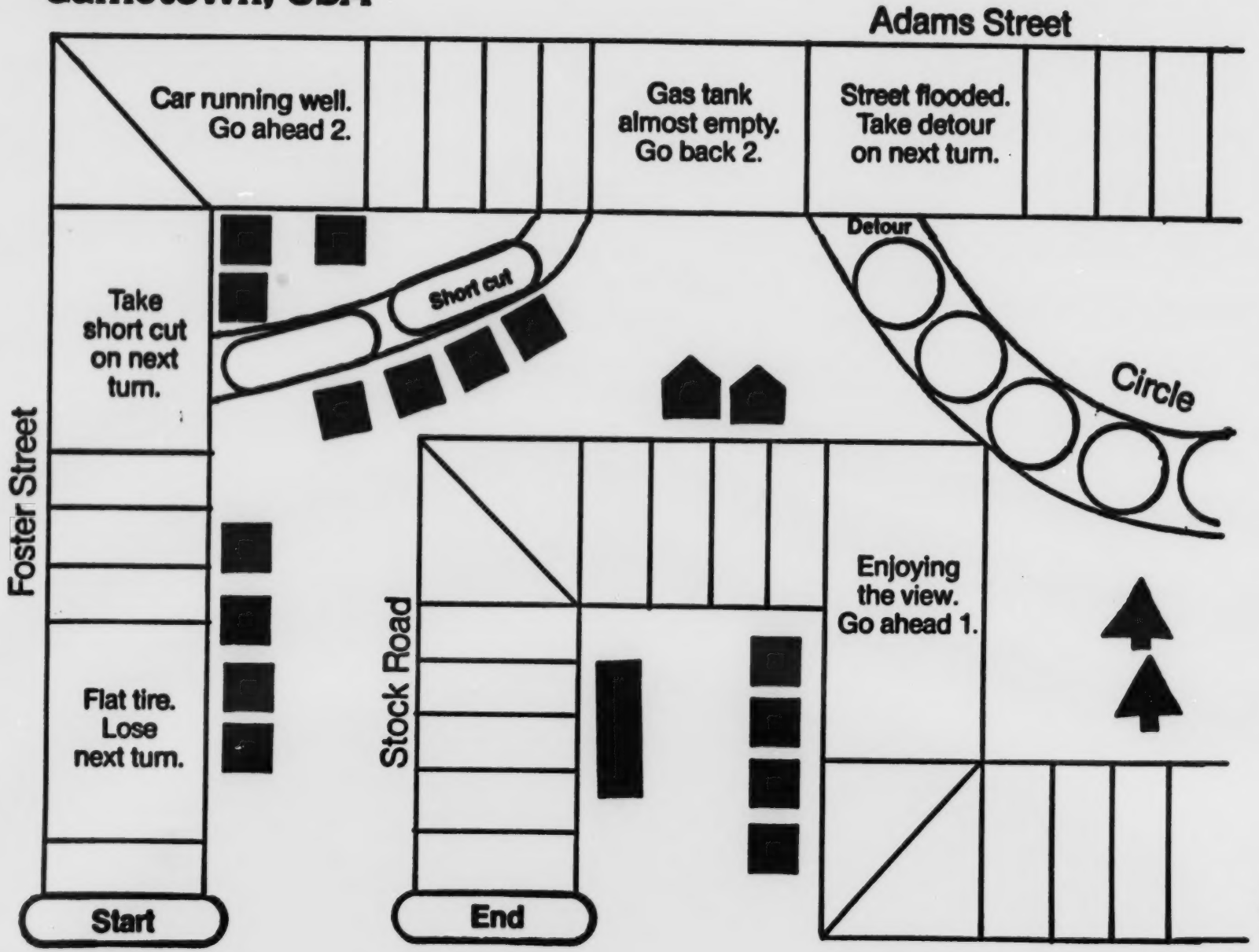
Making the Game

To make the gameboard, reproduce the two game sheets on poster board. For longer durability, laminate the gameboard. Tape the two boards together.

Playing the Game

The first player reads a stimulus card, rolls the die, and moves a game piece the number of spaces indicated on the die. A player who lands on a space containing directions must follow those directions. The game continues with players taking turns. The first player to travel through Gametown, USA, and reach the *end* of the trip is the winner.

Gametown, USA



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The Spider and the Fly

Objective

The student will practice reading words, phrases, or sentences from stimulus cards.

Materials

Game sheet
Poster board
Stimulus cards
A die
Game pieces

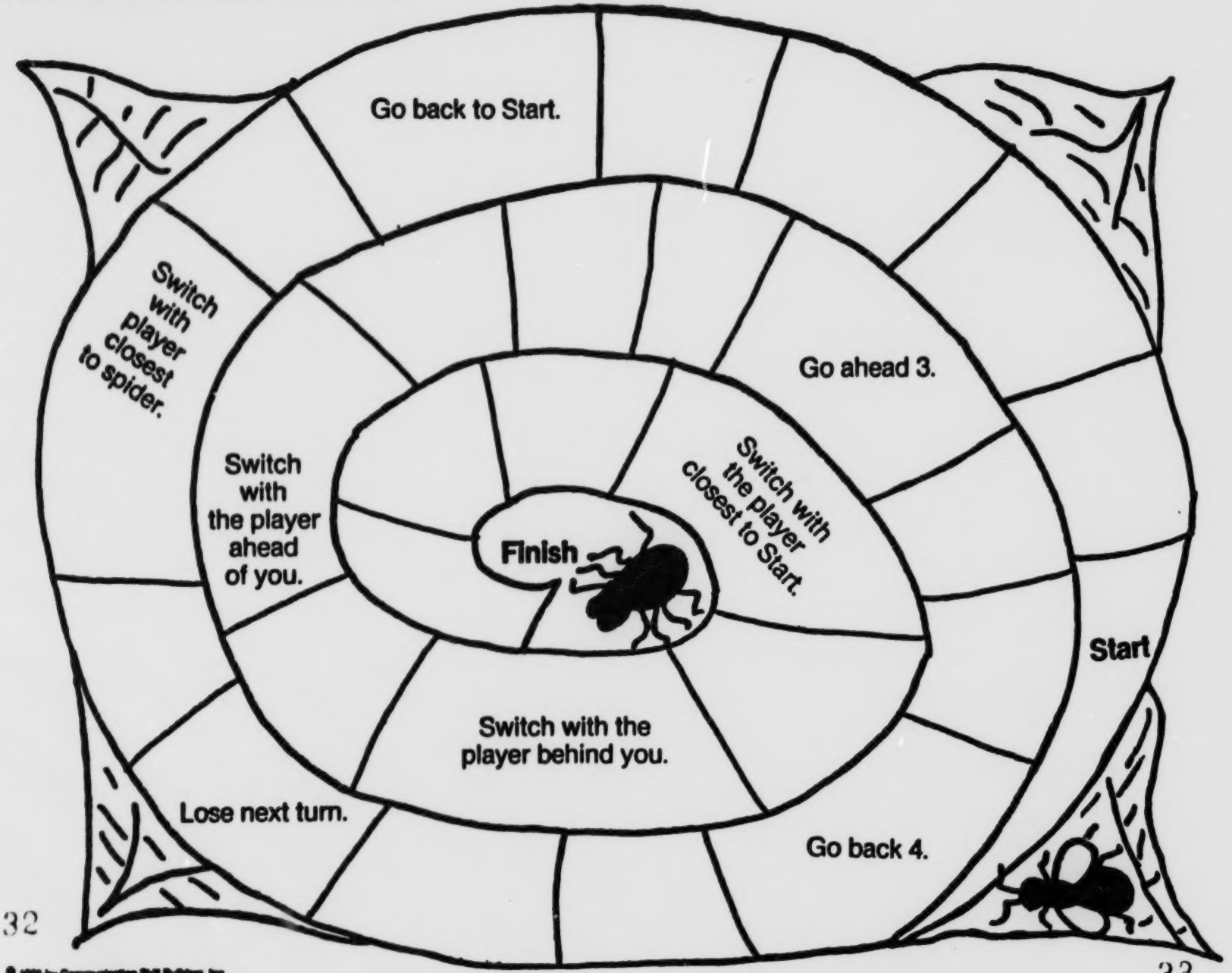
Making the Game

To make the gameboard, reproduce the game sheet on poster board. For longer durability, laminate the gameboard.

Playing the Game

The first player reads a stimulus card, rolls the die, and moves a game piece the number of spaces indicated on the die. A player who lands on a space containing directions must follow those directions. The game continues with players taking turns. The first player to reach the spider is the loser.

The Spider and the Fly


Go back to Start.
Switch with player closest to spider.
Go ahead 3.
Switch with the player ahead of you.
Switch with the player closest to Start.
Finish
Start
Switch with the player behind you.
Lose next turn.
Go back 4.

32

33

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Parents as Teachers Project

Craft Ideas

Baltimore County Public Schools

ADULT EDUCATION

makes the difference

Bert A. Whitt, Director
Office of Adult Education

OFFICE OF ADULT EDUCATION

BALTIMORE COUNTY PUBLIC SCHOOLS
TOWSON, MD 21204

PARENTS AS TEACHERS PROJECT

KEEP IN MIND THE FOLLOWING WHEN DOING CRAFTS WITH YOUR CHILDREN:

READ ALL THE DIRECTIONS FIRST WITH YOUR CHILD

GO STEP BY STEP

BE POSTIVE

WHEN SOMETHING GOES WRONG, DON'T GET UPSET.

TAKE EACH MISTAKE AS A LEARNING EXPERIENCE

LET THE CHILD DO AS MUCH OF THE PROJECT AS THEY CAN

TREAT THE END PRODUCT WITH RESPECT

ENJOY THIS TIME WITH YOUR CHILD

WHAT DO CHILDREN LEARN FROM CRAFTS?

READING COMPREHENSION SKILLS:
READING DIRECTIONS
FOLLOWING DIRECTIONS
THE IMPORTANCE OF DIRECTIONAL WORDS
SEQUENCING SKILLS
MAIN IDEA SKILLS

MATH SKILLS:
MEASURING SKILLS
LIFE SKILLS MATH

CRITICAL THINKING SKILLS:
PROBLEM SOLVING
ANALYSIS
EVALUATION SKILLS

MOTOR SKILLS:
EYE HAND COORDINATION
FINE MOTOR SKILLS

SELF ESTEEM:
CONFIDENCE
PRIDE
GIVING OF SELF

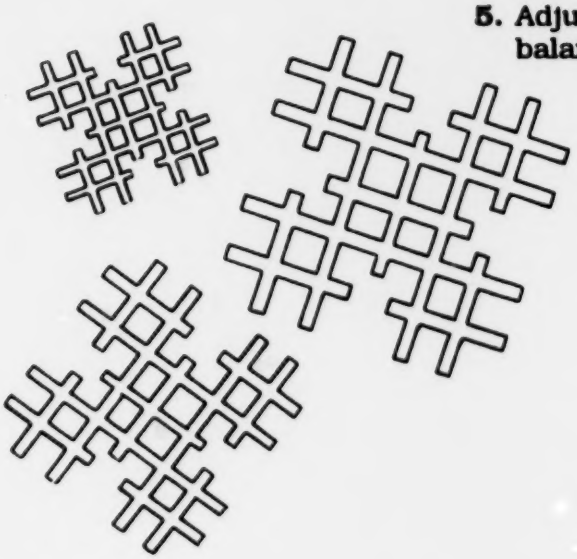
Snowflake Mobile

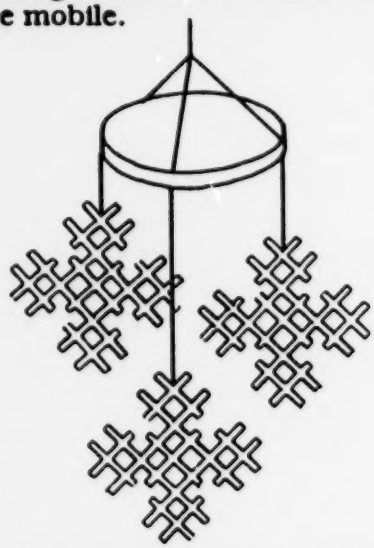
Materials:

- ✓ plastic berry baskets
- ✓ scissors
- ✓ homemade clay (page 7)
- ✓ newspaper
- ✓ white spray paint
- ✓ spray glue or glue
- ✓ glitter
- ✓ string or thread
- ✓ plastic coffee can lids

Directions:

1. Cut out sections of berry baskets. Cut to create interesting snowflake shapes. Or, press pieces of basket into a core of homemade clay.
2. Add color to snowflakes. Lay snowflakes on newspaper and spray with white spray paint; let dry and repeat for other side. Snowflakes may also be sprayed with or dipped in glue and coated with glitter. Let dry.
3. Attach strings of varying lengths to snowflakes.
4. Attach string to the top of the coffee can lid as shown to hang the mobile. Press holes through the lid and attach strings with snowflakes.
5. Adjust the length of the snowflake strings to balance the mobile.





Smooth Sailing

Allow adequate drying time between various steps.

Variations and Applications

☛ Snowflakes may be used singley as holiday ornaments.

✎ Use this project as the basis for a scientific discussion on the formation of snowflakes.

Permission to Be Reproduced

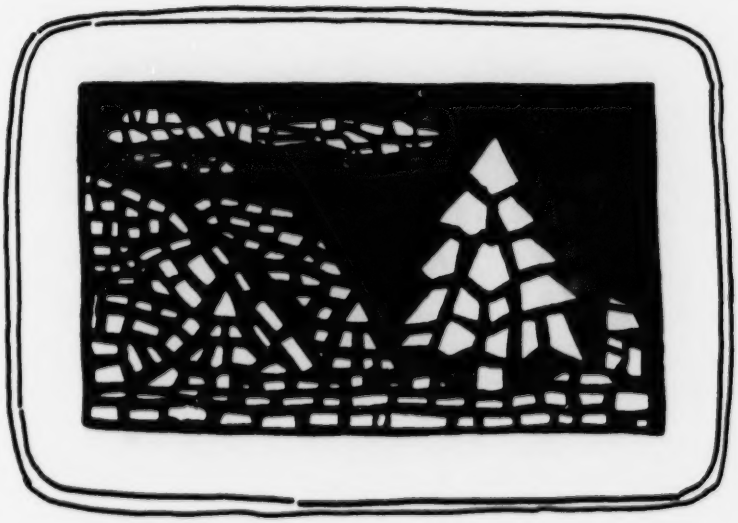
Winter Mosaic

Materials:

- ✓ foam trays of many colors
- ✓ black construction paper
- ✓ foam egg cartons of many colors
- ✓ scissors
- ✓ glue

Directions:

1. Choose one foam tray for the base of the mosaic. Cut a piece of black paper to fit in the flat area of the tray. Glue in place. The rim of the tray now becomes a frame.
2. Cut remaining foam trays and cartons into small pieces. Create a decorative image on the black paper background using the small pieces like mosaic tiles. Glue in place.



Smooth Sailing

Experiment with glue and foam pieces before the activity to see which type of glue holds most easily.

Variations and Applications

☞ Draw lines dividing a picture into 1-inch squares. Number squares consecutively and cut them apart. Have each student recreate one of the 1-inch squares on a 6-inch square of cardboard using the mosaic method above. Assemble 6-inch squares on a bulletin board to complete the enlarged picture, using the numbered 1-inch squares to position each correctly.

Snowstorm in a Jar

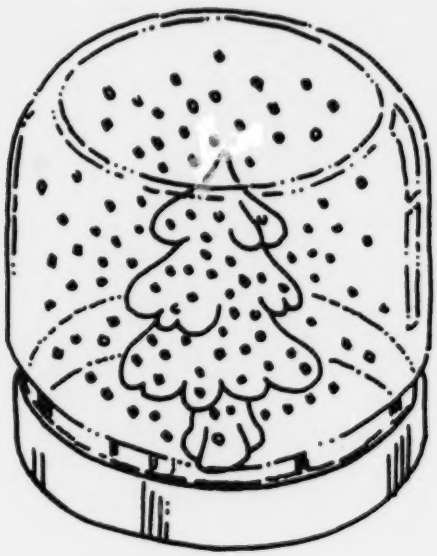
43

Materials:

- ✓ small waterproof figurine
- ✓ baby food jar
- ✓ contact cement
- ✓ glitter
- ✓ water

Directions:

1. Use contact cement to glue the figurine to the inside of the jar lid.
2. Add glitter to the jar. Carefully pour in water to fill.
3. Place lid on jar and turn over to check for leaks. Unscrew lid and secure tightly to jar with contact cement.
4. Turn the jar over so that lid is the base. Shake the jar to create a "snowstorm."



Smooth Sailing

Check the size of figurine before gluing to lid to ensure it will fit inside jar.

Variations and Applications

- ☛ Use broken egg shells, soap flakes, or crayon shavings in place of glitter.
- ☛ Create mini-sculptures using foam trays and contact cement to glue inside the jar.

PERMISSION TO BE REPRODUCED

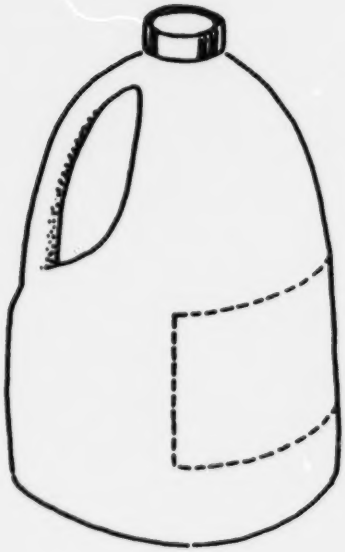
Winter Bird Feeder

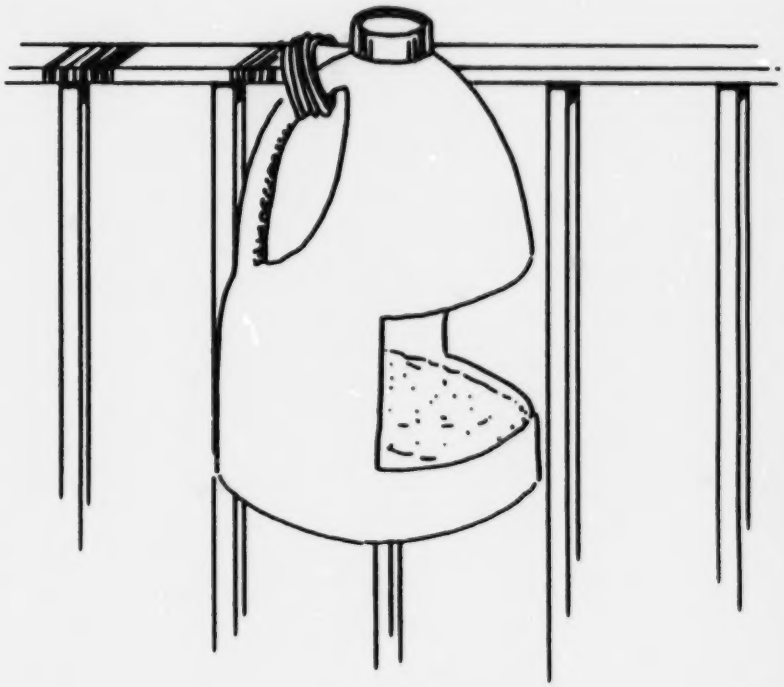
Materials:

- ✓ large plastic jugs with handles (from gallon beverages or bleach)
- ✓ scissors
- ✓ rope
- ✓ bird seed

Directions:

1. Cut out side of plastic jug as shown. Poke small drainage holes in bottom.
2. Loop rope through handle and tie to an outdoor fence or tree limb.
3. Add bird seed to bottom tray.





Smooth Sailing

Precut jugs for students who may have difficulty cutting. A craft knife may cut more easily than scissors.

Variations and Applications

✎ Use as an aid in the study of the birds of your region. Mount the bird feeder where it can be seen from the classroom. Chart the types of birds that come to eat.

PERMISSION TO BE REPRODUCED

Holiday Picture Frame

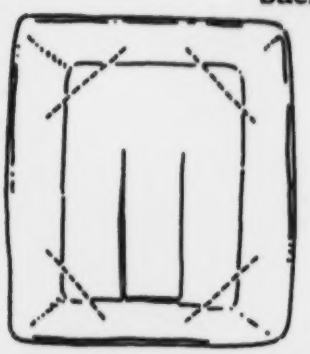
48

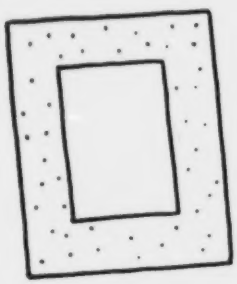
Materials:

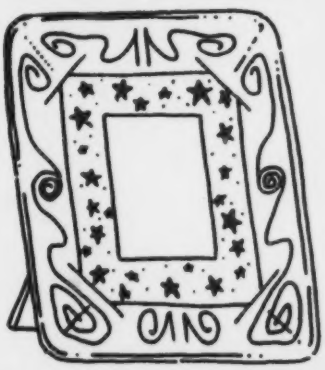
- ✓ foam or paper trays
- ✓ scissors
- ✓ cardboard from front or back of cereal boxes
- ✓ pencils
- ✓ old holiday greeting cards
- ✓ paper, fabric, yarn, or foam scraps
- ✓ glue or paste
- ✓ photographs

Directions:

1. Cut a long tab in the back of a foam tray as shown to create a frame.
2. Cut a piece of cardboard to fit in the flat section of the frame. Place cardboard in frame and lightly trace around corners of cardboard. Remove cardboard. Make diagonal cuts across each corner traced on frame as shown.
3. Cut a rectangular section from the center of the cardboard to create a mat with a window. The window should be smaller than the photograph that will be displayed in the frame. Slide corners of cardboard mat into slits in frame.
4. Decorate frame and mat using images cut from old holiday greeting cards as well as paper, fabric, yarn, or foam scraps.
5. To add photograph to frame, slide corners of mat out of frame, center photograph behind window in mat, and tape in place. Then, slide mat corners back into frame slits.







Smooth Sailing

For students who may have difficulty, precut trays and cardboard.

Variations and Applications

☞ Use Quilling (page 49) or Spring Flowers (page 71) to decorate the picture frame.

✎ Create a family gallery. Have each student bring in a photograph or draw a portrait of his or her family and display it in the frame. Use as a display for Parents' Night.

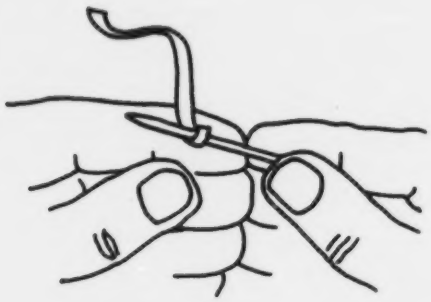
Holiday Tissue Box

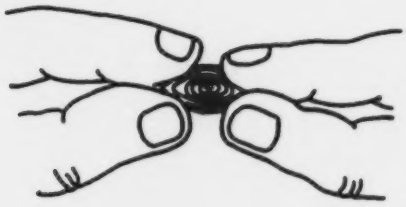
Materials:

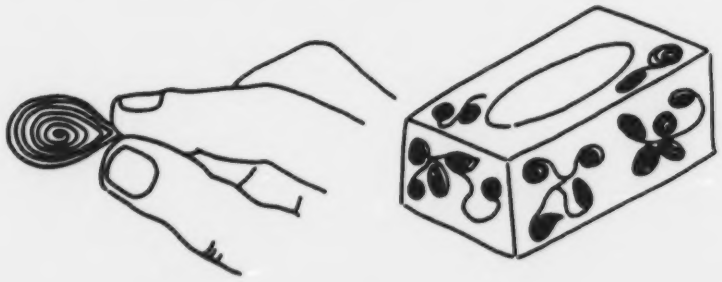
- ✓ facial tissue boxes
- ✓ spray paint or acrylic paint and brushes
- ✓ colored construction paper, cut into 1/4-inch wide strips with paper cutter
- ✓ toothpicks
- ✓ glue

Directions:

1. Cut out the bottom of the facial tissue box.
2. Paint box with spray or acrylic paint and brushes.
3. Use Quilling techniques to decorate the box. Roll strips of construction paper tightly around a toothpick. Release strip from toothpick, allow spiral strip to expand, and glue loose end down to create spirals. Pinch spirals to create eye, raindrop, feather, and petal shapes. Leave loose end free for open scrolls.
4. Glue shapes to box top and sides to create a decorative tissue box.
5. Slide decorative box over new box of similar size. May be reused with each new box of tissues.







Smooth Sailing

Practice making neat tight rolls with students. Separate shapes may be glued to each other and then transferred onto the tissue box.

Variations and Applications

☛ Use papier-mâché or homemade clay, page 7, to decorate the box. Paint as desired.

✎ Use this project as a hands-on history activity. Quilling is a craft technique that was used in colonial times.

PERMISSION TO BE REPRODUCED

Spring Flowers

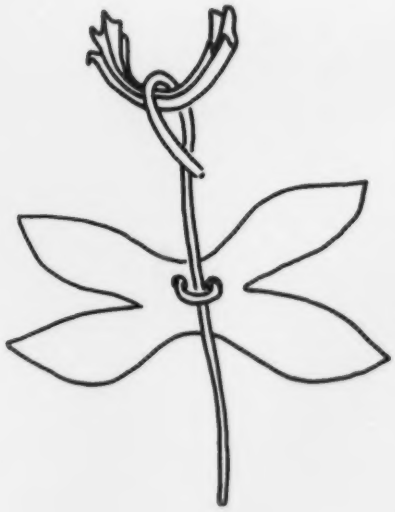
71

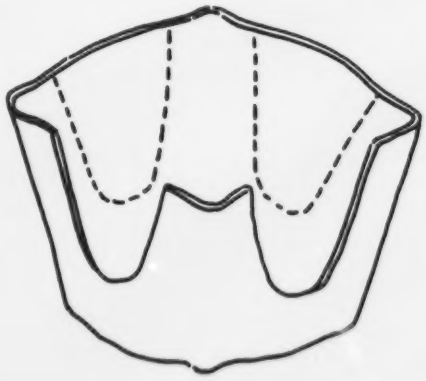
Materials:

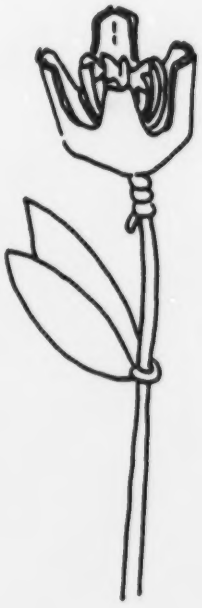
- ✓ egg cartons
- ✓ scissors
- ✓ paint, brushes
- ✓ twist ties or pipe cleaners
- ✓ plastic bag raffia or yarn
- ✓ nail or pushpin for punching small hole
- ✓ glue or paste

Directions:

1. Cut egg carton cups apart. Cut cups to create petals for flower shapes and separate leaf shapes. Paint flowers and leaves if desired.
2. Create center of flower by wrapping the end of a twist tie or pipe cleaner around some plastic bag raffia or yarn.
3. Punch a small hole in the center of the flower and pull twist tie through. Attach leaves as desired to twist tie stem.







Smooth Sailing

Hole punched for stem should be small as hole in both foam and paper egg cartons may enlarge when twist tie is pulled through.

Variations and Applications

☞ Use flowers to decorate many other crafts. For example: Autumn Pencil Holder (page 10), Thanksgiving Napkin Rings (page 31), Holiday Tissue Box (page 49), Easter Basket (page 76), Mother's Day Jewelry Box (page 80).

PERMISSION TO BE REPRODUCED

Springtime Kite

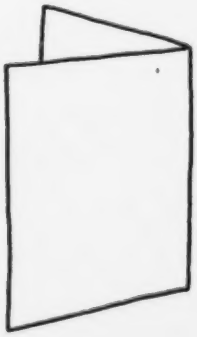
72

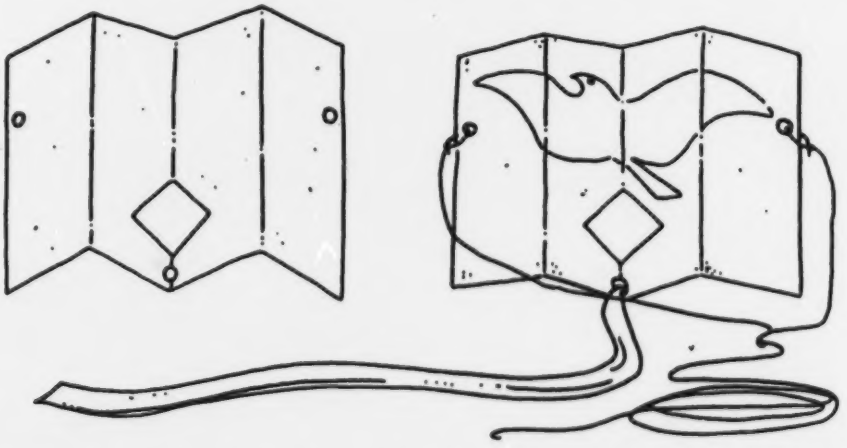
Materials:

- ✓ large cereal box
- ✓ scissors
- ✓ paint
- ✓ brushes
- ✓ hole punch
- ✓ 18-inch string for bridle
- ✓ 4-foot string for flying line
- ✓ plastic bag raffia (page 7)

Directions:

1. Cut along the edges to remove the front from the cereal box to obtain a large cardboard rectangle.
2. Accordian fold the cardboard as shown: fold the cardboard in half along the shorter dimension and then fold the sides to the middle fold.
3. Cut out a diamond shape along the center fold. Paint the kite as desired.
4. Punch one hole in each side and one at the bottom center of the kite. Attach each end of the string for the bridle at the side holes. Attach the flying line to the center of the bridle. Attach a tail of plastic bag raffia about 3 feet long to the center bottom hole.
5. To fly kite, keep center fold pointing into the wind.





Smooth Sailing

Since the center fold must point into the wind when the kite is flying, decoration on this side side will be most visible from the ground.

Variations and Applications

☞ For students who have difficulty cutting cardboard, use construction paper in place of cardboard to make the kite. The folds will give the kite adequate support.

PERMISSION TO BE REPRODUCED

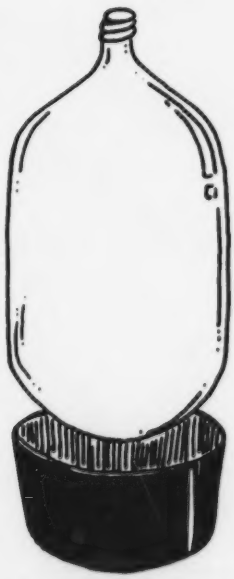
Springtime Terrarium

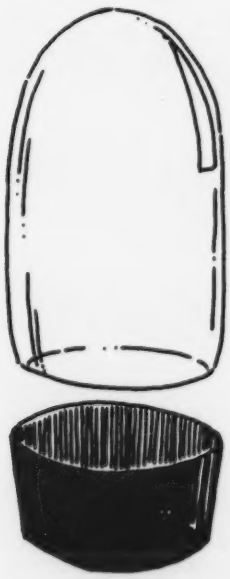
Materials:

- ✓ 1- or 2-liter plastic soft drink bottle featuring solid-colored plastic bottom
- ✓ scissors
- ✓ soil
- ✓ small plants

Directions:

1. Carefully detach the solid-colored plastic bottom from the clear plastic bottle. Remove any glue residue from the clear plastic.
2. Cut off top of bottle, at the point where the flat sides begin to taper toward the top. Push this open end of the clear bottle into the plastic bottom. This will be the terrarium. Remove clear plastic top and cut 1-inch slits along open end to ease fit within the plastic bottom.
3. Add soil and small plants to the plastic bottom. Replace clear plastic top to seal terrarium.





Smooth Sailing

Precut the bottles for students who may have difficulty. A craft knife may cut more easily than scissors.

Variations and Applications

✎ Use this project in conjunction with various scientific studies; for example, the effects of sun and water on plant growth, climate.

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Mother's Day Jewelry Box

Materials:

- ✓ margarine tubs or other lidded container (see below)
- ✓ string
- ✓ glue
- ✓ aluminum foil
- ✓ scissors
- ✓ black permanent ink or black liquid shoe polish
- ✓ paper towels

Directions:

1. Glue string in interesting designs to the sides and lid of a margarine tub or other lidded container. Let dry.
2. Cut a piece of aluminum foil large enough to wrap around the margarine tub. Crumple the foil slightly and then flatten it smooth.
3. Spread a thin coat of glue on the margarine tub and over the glued-on string. Wrap foil around the tub, carefully pressing foil around the contours of the string design. Wrap foil over the bottom of the tub and glue in place. Wrap foil up to but not over the top edge. Trim excess foil.
4. Repeat the process for the lid, taking care to keep closure area of lid clear of foil.
5. Using a paper towel, wipe black ink or shoe polish over the foil surface. While ink is still wet, rub off some of the ink to give the container an antique metal look. Let dry.

Smooth Sailing

Care should be taken when pressing foil over the string design to avoid puncturing the foil.

Variations and Applications

☞ Other lidded containers to use for this project include jars, coffee cans, cylindrical oatmeal boxes, small gift boxes, and shoe boxes.

☞ Use this method to make a decorative facial tissue box. See Holiday Tissue Box, page 49, for preparation of box.

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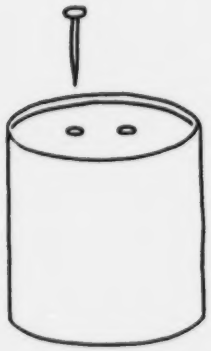
Memorial Day Band Bells

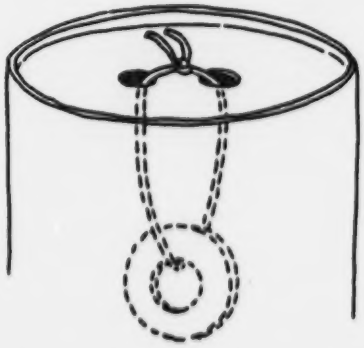
Materials:

- ✓ tin cans, top removed, bottom intact
- ✓ hammer
- ✓ nail
- ✓ metal washer or bolt
- ✓ string
- ✓ scissors
- ✓ construction paper and other decorative materials
- ✓ glue or paste
- ✓ twist ties or pipe cleaners

Directions:

1. Using a hammer and nail, punch two holes through the center bottom of the can about 1 inch apart.
2. To make the bell clapper, tie a metal washer or bolt to the middle of a length of string. From the inside of the can, thread one end of the string through one hole and the other end through the second hole. Tie ends of string together, adjusting length to ensure washer will hit sides of can.
3. Decorate the outside of the can using various decorative materials.
4. Attach twist ties to each other to attain a length of about 7 inches, or use a pipe cleaner. From the outside of the can, thread one end of the twist tie through one hole and the other end through the second hole. Twist ends together inside can.
5. Hold twist tie handle and ring the bell.





Smooth Sailing

Check can where lid was removed for sharp edges. Carefully flatten with hammer or pliers.

Variations and Applications

☞ Experiment with different-sized cans and clappers to assemble an entire musical scale of bells.

PERMISSION TO BE REPRODUCED

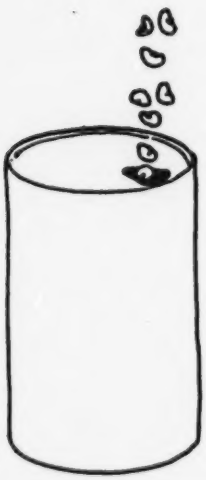
Rhythm Band Maracas

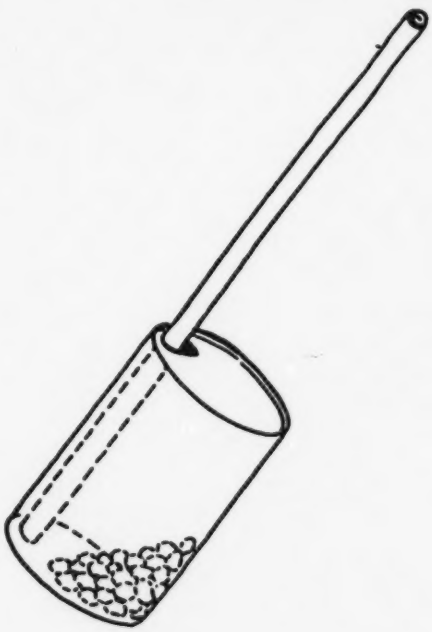
Materials:

- ✓ single-serving juice cans
- ✓ dried beans
- ✓ cardboard dowel from a wire hanger
- ✓ tape
- ✓ scissors
- ✓ construction paper and other decorative materials
- ✓ glue or paste

Directions:

1. Pour some dried beans into the can. Shake the can slightly to test for the right sound. Add or subtract beans as needed.
2. Push cardboard dowel into opening in can, flattening dowel to fit if needed. Tape opening shut if it is not completely plugged by the dowel.
3. Decorate the outside of the can using various decorative materials.
4. Hold dowel handle and shake the maraca.





Smooth Sailing

Be sure dowel is pushed into can until it touches the bottom for best support.

Variations and Applications

☞ To make simple maracas, pour beans into a yogurt cup or margarine container and add lid. Hold maraca in hand and shake.

✎ Use maracas to practice rhythm patterns of music or poetry with small groups or as a class.

Permission to Reproduce

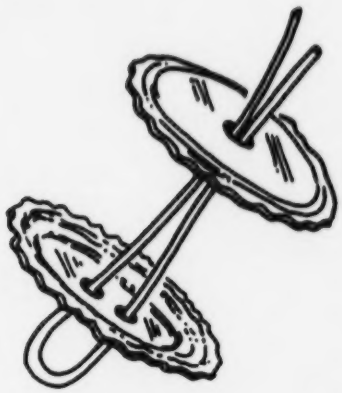
Tambourine

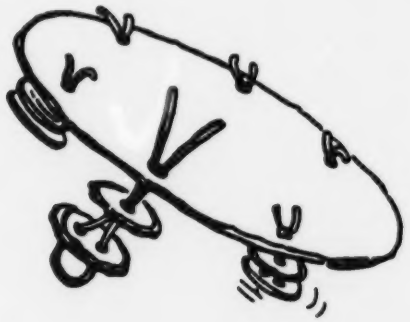
Materials:

- ✓ 12 bottle caps
- ✓ newspaper
- ✓ hammer
- ✓ nail
- ✓ string
- ✓ scissors
- ✓ plastic meat trays or pie tins
- ✓ construction paper and other decorative materials
- ✓ glue or paste

Directions:

1. Place bottle caps on a thick layer of newspaper and flatten them with a hammmer. Use the hammer and nail to punch a hole in each bottle cap. Punch a second hole in six of the caps, 1/4 inch from the first hole.
2. Thread a 4-inch length of string through one hole in a bottle cap and back through the secondhole. Slide the cap to the center of the string. Holding two ends of string together, thread them through a cap with one hole. Repeat for remaining caps.
3. Using the nail, press 6 holes through the meat tray or pie tin around the edge as shown. Thread two ends of string with caps through a hole in the tray and tie a knot to secure. Repeat for remaining bottle caps.
4. Decorate the tamborine using various materials.





Smooth Sailing

When knotting strung bottle caps to tray, be sure to leave some slack in string so caps can rattle freely.

Variations and Applications

☛ Any large flat material will make a good tambourine base. For example, paper plates, egg carton lids, shoe box lids, coffee can lids.

✎ Use tambourines to practice rhythm patterns of music or poetry with small groups or as a class.

Copies to be Reproduced

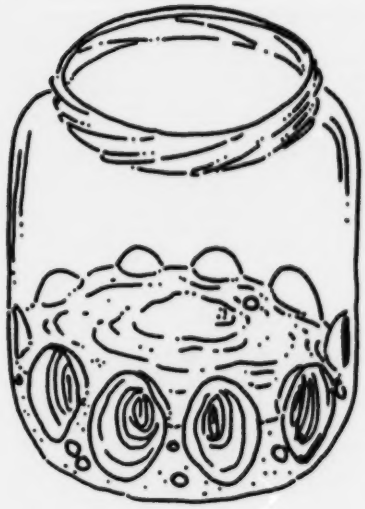
Father's Day Bookends

Materials:

- ✓ large jar with lid
- ✓ seashells, colorful dried beans, or pebbles
- ✓ sand, enough to fill jar
- ✓ pencil
- ✓ spray paint or enamel and brushes
- ✓ glue or contact cement

Directions:

1. Add a layer of seashells, beans, or pebbles to the bottom of the jar. Pour a small amount of sand into the center of this layer to hold them in place.
2. Add shells, beans, or pebbles around the side and pour in more sand. Objects should press against the glass while sand fills in around them and in the center. Tap jar occasionally to help contents settle. A pencil may be of help in positioning objects.
3. Repeat until the jar is lined with shells, beans, or pebbles and filled to the top with sand.
4. Paint the jar lid with spray paint or enamel. Let dry. Additional shells or pebbles may be glued to jar lid if desired. Screw lid on jar.



Smooth Sailing

Place the flatter surface of objects against the glass. Sand will be less likely to fill in between the objects and the glass, leaving a clear view of the objects.

Variations and Applications

✎ Use the bookends as the basis for a discussion of summer vacations or seaside adventures.

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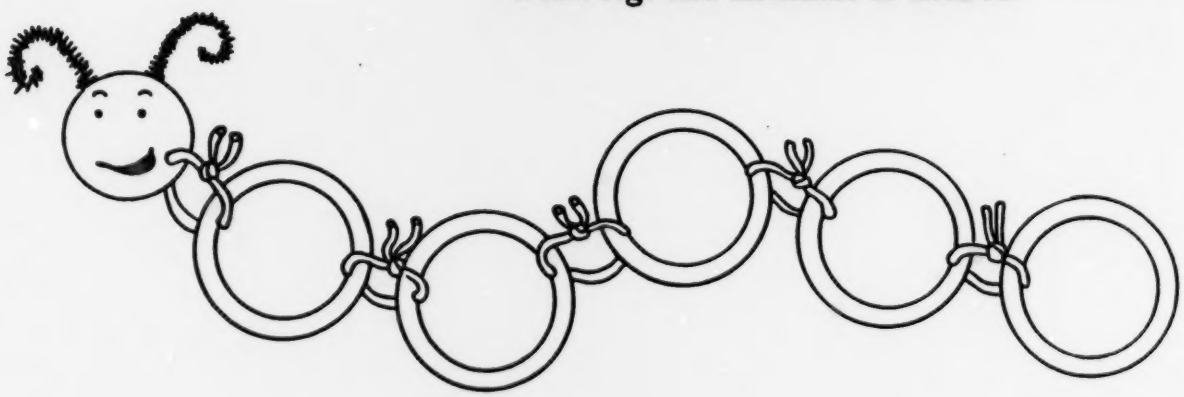
Caterpillar

Materials:

- ✓ coffee can, margarine, or yogurt lids
- ✓ hole punch or nail and hammer
- ✓ yarn
- ✓ construction paper
- ✓ twist ties or pipe cleaners
- ✓ scissors
- ✓ crayons or markers
- ✓ white glue or glue stick

Directions:

1. Assemble number of lids needed to create a caterpillar of the desired length.
2. Cut circles from construction paper to fit inside each lid. Draw the caterpillar's face on one paper circle. Decorate the remaining circles as desired. Glue paper circles to lids. Let dry.
3. Using the hole punch or a nail and hammer, punch one hole along one edge of each lid. Punch a second hole along the opposite edge of all but the head and tail lids.
4. Line up the lids in the appropriate order. Loop short lengths of yarn through the hole and the adjacent hole in the next, tying yarn to secure. Continue with remaining lids
5. Add twist ties, pipe cleaners or paper details to create legs and antennae as desired.



Smooth Sailing

Predraw or precut paper circles for younger students.

Variations and Applications

☛ Use small paper plates in place of plastic lids.

✎ Have students personalize their caterpillars, writing one letter of their name on each lid.

✎ Use caterpillars to display vocabulary words (one letter to each lid) or to practice counting (one caterpillar counts by ones, the next by twos, and so on).

PERMISSION TO BE REPRODUCED

Sailboat

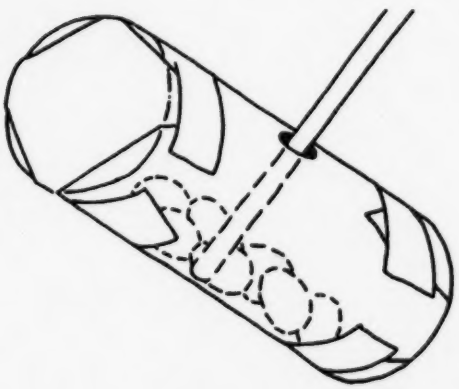
87

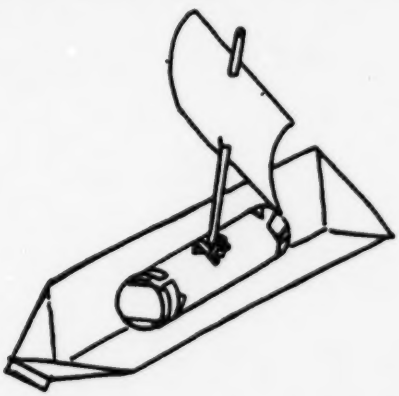
Materials:

- ✓ beverage carton
- ✓ scissors
- ✓ bathroom tissue tube
- ✓ pencil
- ✓ drinking straw
- ✓ tape
- ✓ construction paper
- ✓ ballast: dried beans, pebbles, or nuts and bolts
- ✓ glue or paste tape
- ✓ Sail Master (page 15), if desired
- ✓ hole punch
- ✓ crayons or markers

Directions:

1. Cut beverage carton in half on the diagonal.
2. Using a pencil, punch a hole in the middle of one side of the bathroom tissue tube. Push a drinking straw or pencil into the hole to create mast. Secure with tape.
3. Tape a circle of construction paper over one end of the tube, sealing it shut. Pour ballast materials into the tube. Seal other end shut to complete ballast assembly.
4. Place beverge carton half in a sink full of water. Put ballast in carton and adjust balance so mast is upright. Remove from water and secure ballast in place with glue or tape.
5. Add a sail to the mast using construction paper and a hole punch or use the Sail Master. Decorate the deck and sail of the boat as desired.





Smooth Sailing

Pretest the ballast needed when using the different materials in different sized beverage cartons.

Since this boat is intended for sailing in water, do not decorate the hull.

Variations and Applications

☞ Add figures from the Columbus Day or Thanksgiving Master (pages 15, 35) for a holiday boat.

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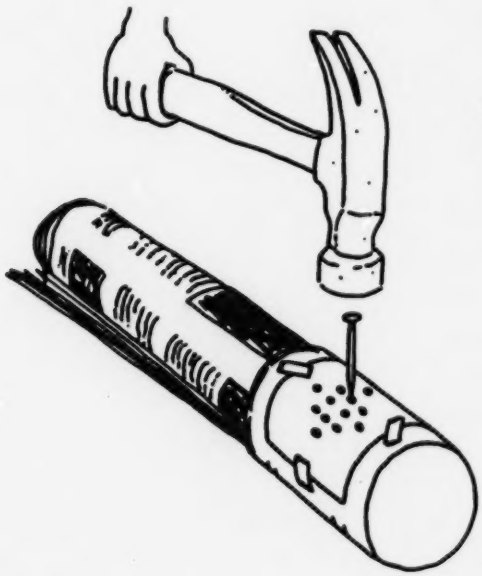
Tin Can Lantern

88

Materials:

- ✓ paper
- ✓ pencils
- ✓ tin cans, top removed, bottom intact
- ✓ newspaper
- ✓ tape
- ✓ hammer
- ✓ nail



Directions:

1. Draw a pattern for the lantern design on a sheet of paper. The design should be made up of holes to be punched in the can. One design may wrap around the entire can or an image may be repeated. Leave at least 1/4 inch between holes.
2. Make a tight roll of newspaper that will fit snugly inside the can for support during hole-punching. Position pattern and tape it to the can.
3. Use a hammer and nail to punch holes through the pattern and sides of the can. Move pattern as needed to complete design. Do not punch holes less than 1 inch from the bottom of the can or melted candle may pour out. Remove pattern and newspaper.
4. When students take lantern home, parents can add a small votive candle to the can. When lit, light will shine through the pattern of holes.

Smooth Sailing

Check can where lid was removed for sharp edges. Carefully flatten with hammer or pliers.

Variations and Applications

☞ Use Halloween images to create creepy party lanterns.

PERMISSION TO BE REPRODUCED

Printed Greeting Card

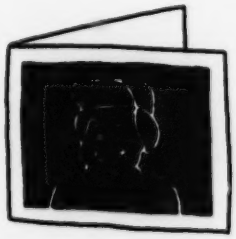
89

Materials:

- ✓ paper for greeting cards
- ✓ drawing paper
- ✓ foam trays
- ✓ scissors
- ✓ pointed tool
- ✓ cardboard scraps
- ✓ white glue or glue stick
- ✓ stamp pad or paint poured into a foam tray

Directions:

1. Cut paper to greeting card size. Cut a section of foam tray to fit the stamp pad as well as the front of the card.
2. Draw the desired image on drawing paper. Place paper over foam tray section and press along the lines of the image with a pointed tool—for example, a pencil or the wrong end of a paint brush.
3. To create the foam stamp, cut a piece of cardboard slightly larger than the foam with the impressed image. Glue foam to cardboard, image side up.
4. Press the foam stamp onto a stamp pad. Press firmly to insure entire foam stamp makes contact with the ink.
5. Lift foam stamp and press inked surface on front of greeting card. Entire foam stamp should make contact with card to create a good print. Repeat printing process for additional cards as desired.



Smooth Sailing

Letters must be backwards on foam stamp to read correctly on card. Draw letters on tracing paper, then turn over tracing paper and trace from reverse side onto foam stamp.

Variations and Applications

☞ To create an image with an open background, cut shapes from foam tray and glue them to cardboard. Add details with pointed tool.

✎ Use this project in a discussion of personal correspondence.

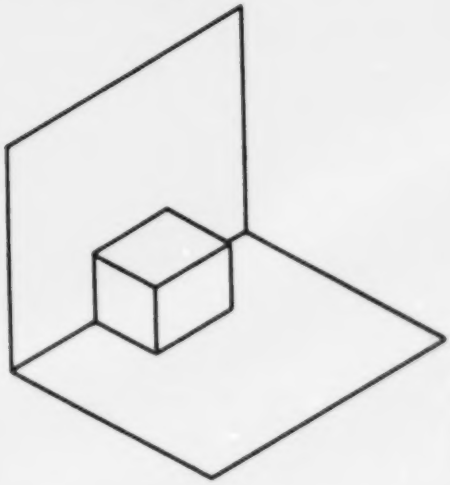
✎ Use this printing method to illustrate student poetry pages.

PERMISSION TO BE REPRODUCED

Pop-Up Greeting Card

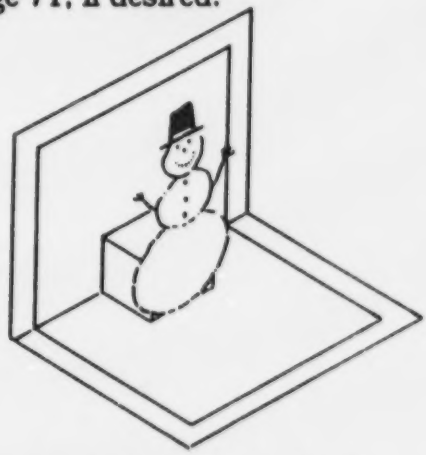
Materials:

- ✓ Pop-Up Card Master (page 91)
- ✓ holiday or seasonal masters
- ✓ crayons, markers, or colored pencils
- ✓ colored construction paper
- ✓ paste or glue



Directions:

1. Reproduce Pop-Up Card Master for student use as necessary.
2. Color and cutout a master image to be featured in the pop-up card or have students draw the image desired.
3. Add an appropriate greeting to the pop-up card. Color the card and cut it out. Fold along solid line and cut the pop-up along the dotted lines. Push pop-up to inside of card.
4. Fold sheet of construction paper in half to make the cover for the card. Decorate cover, adding greeting as desired. Paste card into cover as shown.
5. Paste featured image to the pop-up.
6. Cut cover to size of inside card and use with Envelope Master, page 71, if desired.



Smooth Sailing

Glue carefully to ensure that the folds of the inside card and the cover match.

Variations and Applications

✎ Create mini-dioramas using the pop-up card as a base. Have students write a brief description of an historical person or event on the "backdrop" behind a pop-up image of that person or event. Add details to the "backdrop" and "floor" around the pop-up. Staple cards to the bulletin board to create a three-dimensional classroom display.

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Pop-Up Card Master

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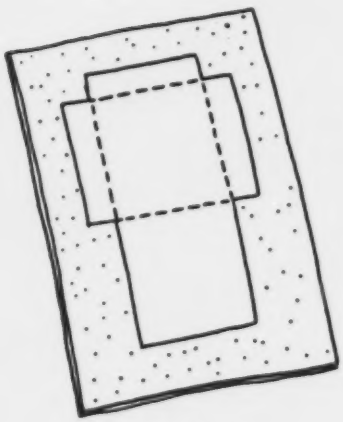
Recycled Envelopes

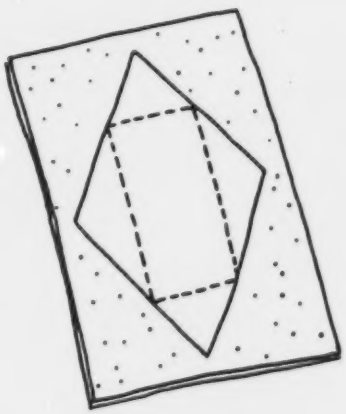
Materials:

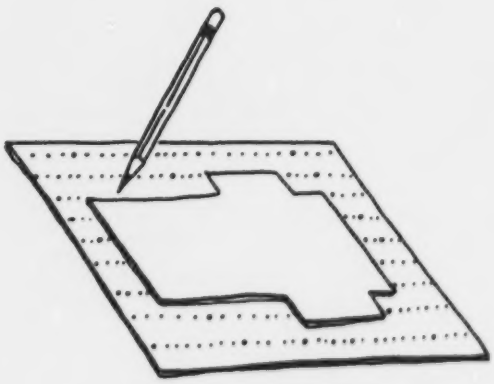
- ✓ Envelope Master (page 63) or other envelopes
- ✓ cardboard cereal box
- ✓ scissors
- ✓ glue or paste
- ✓ recycled paper: construction paper, magazines, gift wrap, wallpaper, or other paper
- ✓ pencil

Directions:

1. Reproduce Envelope Master as necessary or open other envelopes flat. Cut out front of cardboard cereal box. Glue master or flattened envelope to cardboard. Let dry.
2. Cut out envelope from cardboard to create an envelope template.
3. Lay template over recycled paper from which envelope will be cut. Use a pencil to trace template onto paper.
4. Cut out envelope, fold along fold lines, and glue flaps to finish envelope. If envelope design is "busy," use a white mailing label to show address clearly.







Smooth Sailing

If glossy magazines are used, roughen area for postage with a pencil eraser to ensure that stamp will adhere to envelope.

Variations and Applications

- ✎ Create a file of envelopes of various sizes for the entire class to share.
- ✎ Create clear templates by tracing envelope templates onto thick acetate. Using clear templates will help to position the elements of the recycled paper in an interesting way.

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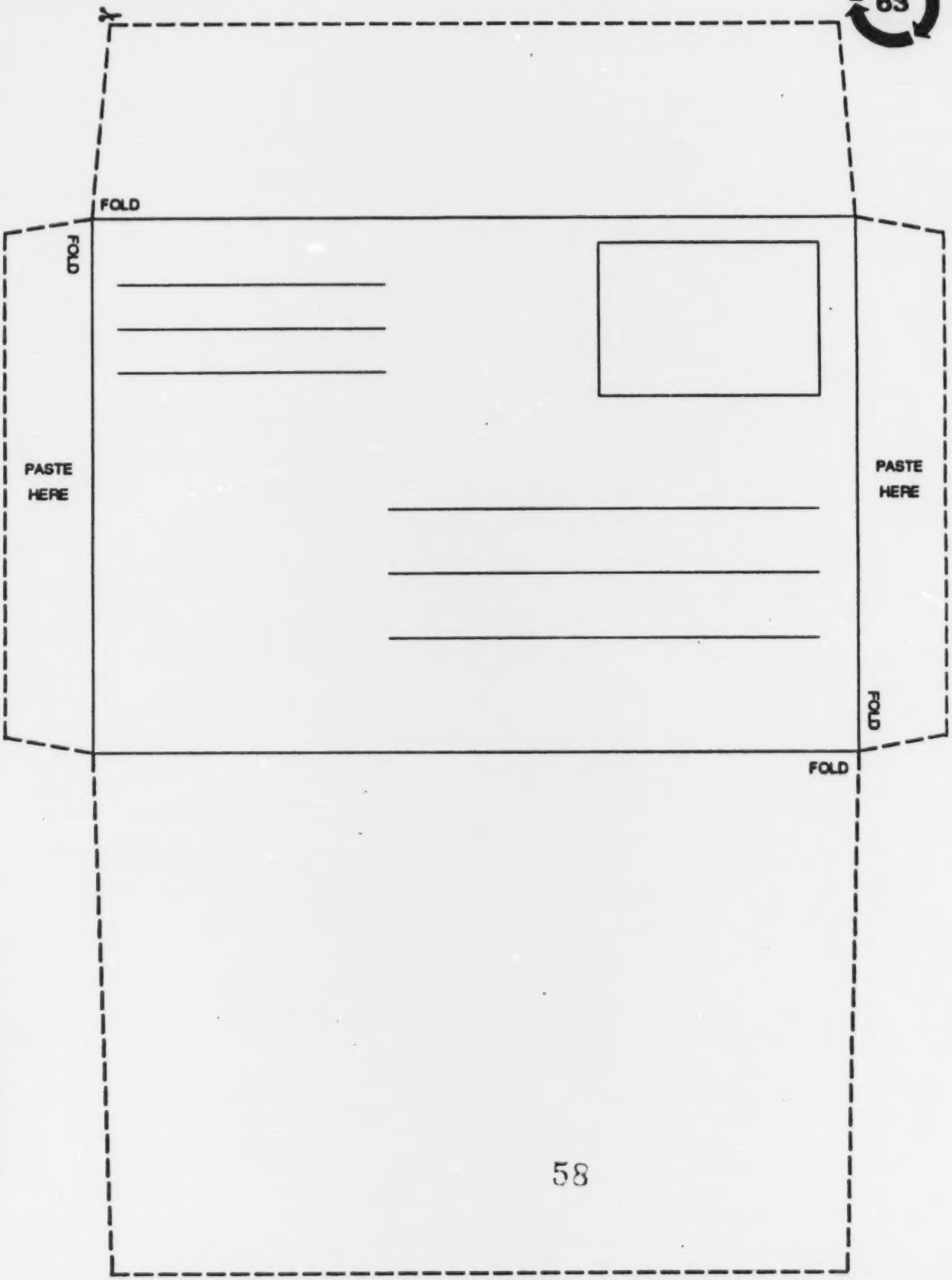
Envelope Master

63



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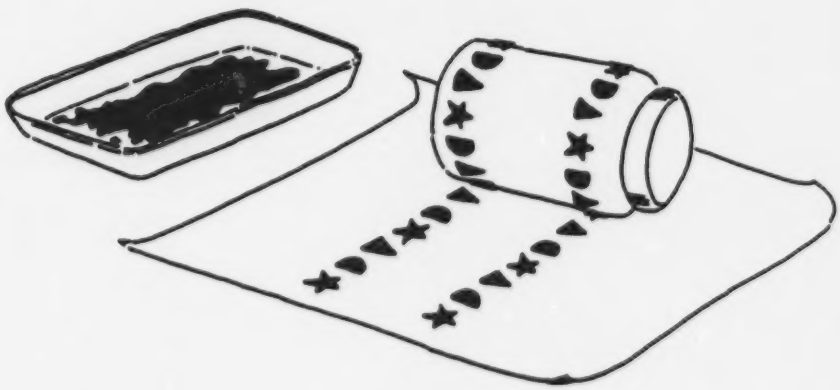
Roller Gift Wrap

Materials:

- ✓ foam trays
- ✓ scissors
- ✓ pointed tool
- ✓ large cylindrical jar
- ✓ contact cement
- ✓ paint
- ✓ paper grocery bags

Directions:

1. Cut desired shapes from foam tray. Add details with pointed tool. Design could include letters as well as objects and abstract shapes. Be sure letters and words are the mirror image of those desired. (See *Smooth Sailing*, page 89.)
2. Glue foam shapes to straight sides of jar with contact cement to create printing roller. Let dry.
3. Cut open paper grocery bags and spread them flat.
4. Pour desired color paint into a new foam tray. Roll printing roller in paint to coat all foam shapes. Roll printing roller across paper grocery bags to print a repeated image.
5. Repeat as desired to complete gift wrap. Let dry.



Smooth Sailing

Make test prints on scrap paper to practice smooth rolling and good alignment of successive prints.

Variations and Applications

☛ Create two different printing rollers and print them on the same sheet of paper using different colored paint.

✎ Use this printing method to create repetitive borders for bulletin board displays.

PERMISSION TO BE REPRODUCED

Blown Gift Wrap

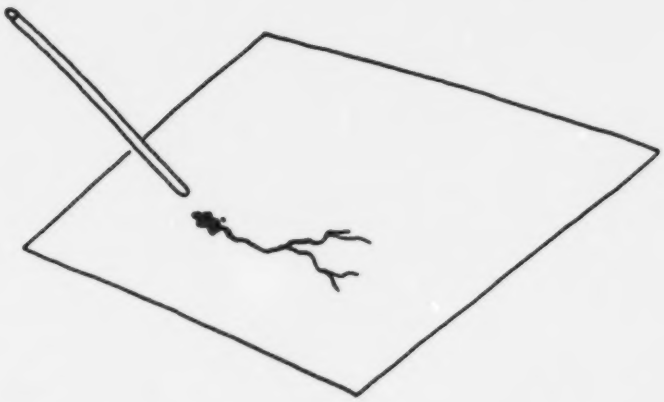
94

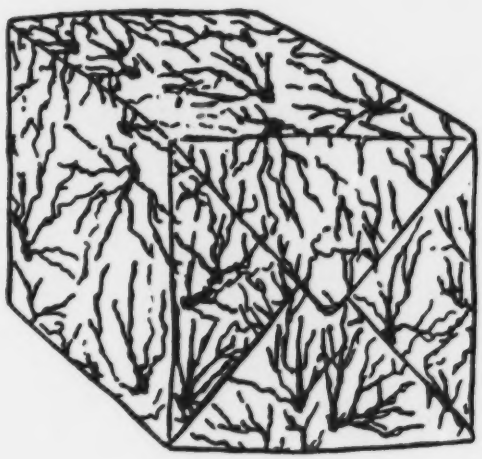
Materials:

- ✓ paper grocery bags
- ✓ scissors
- ✓ drinking straw
- ✓ paint and brushes

Directions:

1. Cut open paper grocery bags and spread them flat.
2. Dip brush into desired color paint and deposit a small blob of paint onto the paper. Immediately begin blowing through the straw at the blob of paint. Lines of paint will begin to spread out from the blob. Continue blowing at single lines that break off from the blob, pushing them across the paper. Experiment with moving the straw back and forth while blowing to create other effects.
3. Repeat as desired with other paint colors to complete gift wrap. Let dry.





Smooth Sailing

Blowing through straws in this manner for extended periods may cause light-headedness. Monitor students carefully.

Test paint to ensure it flows well when blown.

Variations and Applications

☞ Use black ink to create treelike blown lines. Then add thumbprints of various colored paint for leaves. Use pencil to add features, creating thumbprint birds in trees.

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THESE PAGES REPRODUCED FROM :

SEASONAL GIFTS & CRAFTS

SUPER ART

by Ellen Matlach Hassell

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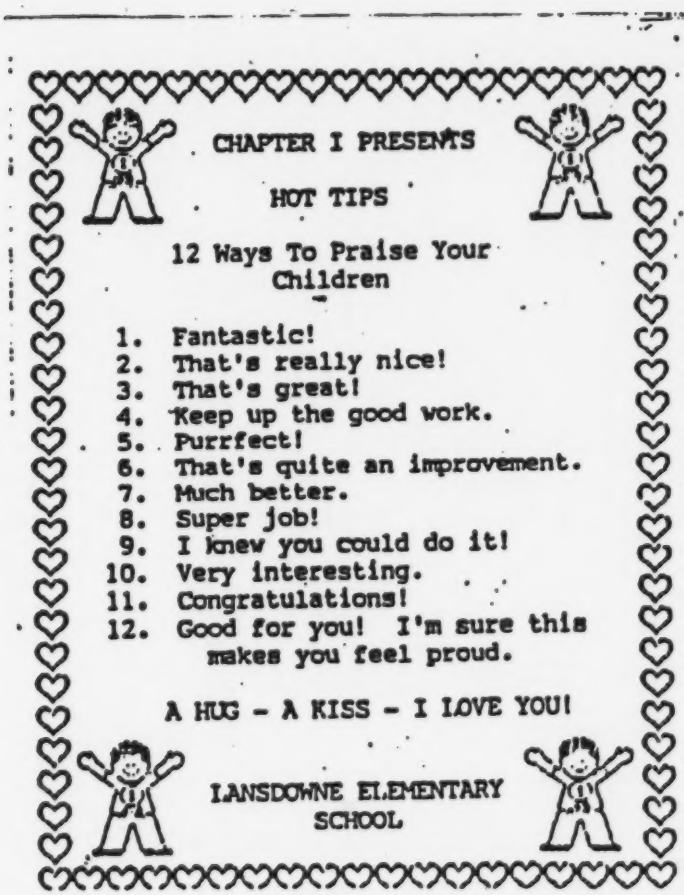
SNIFFEN COURT BOOKS / NEW YORK

PARENTS AS TEACHERS PROJECT

Self Esteem Activities


CHAPTER I PRESENTS
HOT TIPS
12 Ways To Praise Your Children
1. Fantastic!
2. That's really nice!
3. That's great!
4. Keep up the good work.
5. Purrfect!
6. That's quite an improvement.
7. Much better.
8. Super job!
9. I knew you could do it!
10. Very interesting.
11. Congratulations!
12. Good for you! I'm sure this makes you feel proud.
A HUG - A KISS - I LOVE YOU!
LANSDOWNE ELEMENTARY SCHOOL

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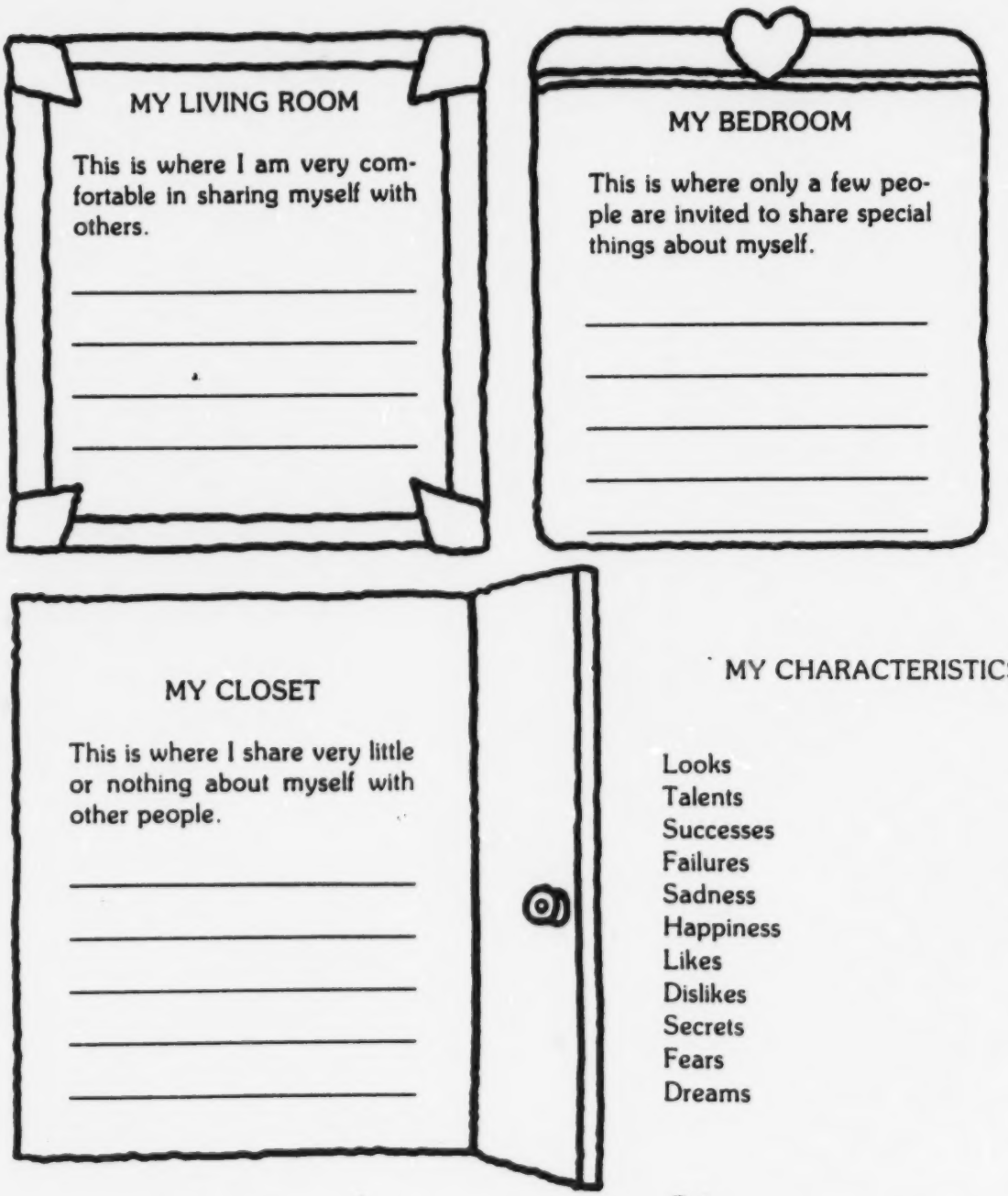
1. THE HOUSE OF MY INNER SELF

Pretend that there are three rooms that make up the total house that is you. These rooms are your living room, your bedroom, and your closet. Also listed are characteristics about yourself which you may choose to communicate with others. Decide in what room you would communicate each item and record it in the appropriate room.


MY LIVING ROOM
This is where I am very comfortable in sharing myself with others.
MY BEDROOM
This is where only a few people are invited to share special things about myself.
MY CLOSET
This is where I share very little or nothing about myself with other people.

MY CHARACTERISTICS

Looks
Talents
Successes
Failures
Sadness
Happiness
Likes
Dislikes
Secrets
Fears
Dreams

PERMISSIO

2. MAKING A "ME" BOX

Obtain a container about the size of a shoe box.

1. Put at least three objects in the box that are special to you. If the object you have in mind is too large for the box, draw or cut out a picture of the object you value.

2. Decorate the outside of the box. Cut out words and pictures of (a) qualities that you possess, (b) things that you value, and (c) people whom you love. Paste these words and pictures on the outside of your box.

3. Form a circle with your friends.

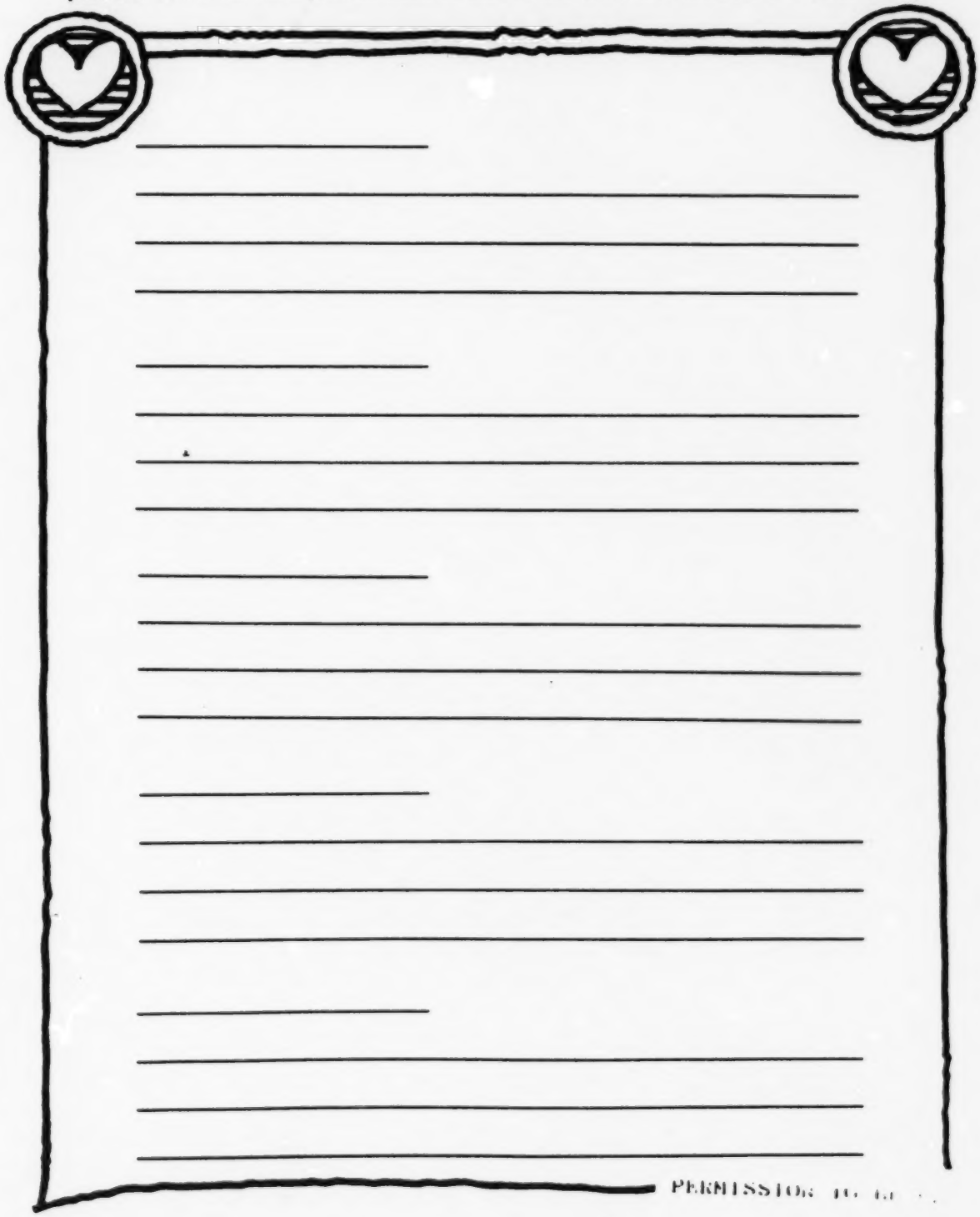
4. Pass the "Me" boxes around the circle in silence. Take your time and examine each box carefully. Look outside the boxes. Look inside the boxes.

5. Return the "Me" boxes to their owners.

6. Discuss something of value about each of the people in the circle.

16. CONTRIBUTING TO FAMILY

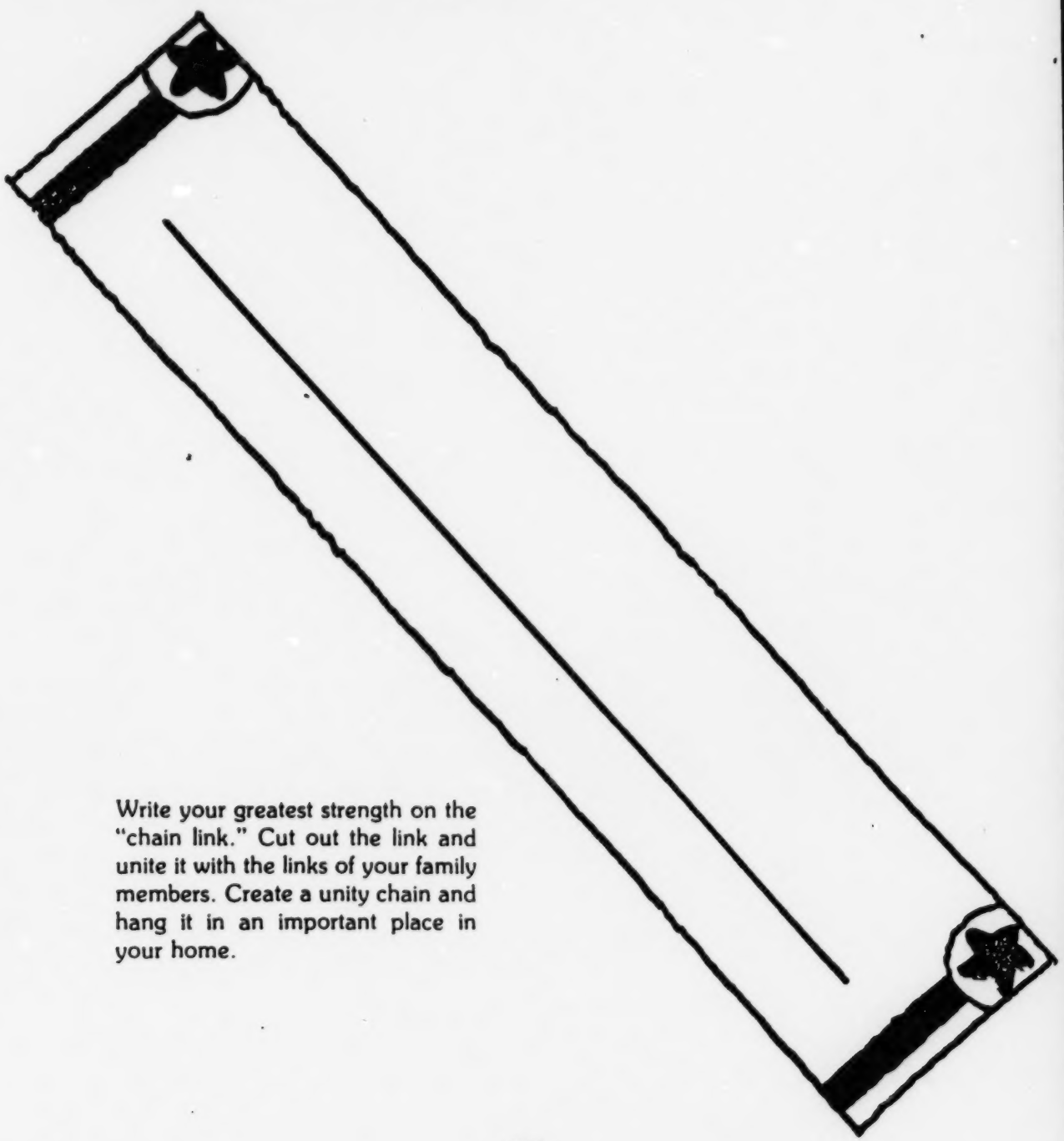
List each member of your family. Name at least one skill or talent possessed by each person. Tell what each person does to add to the unity and closeness of your family.



PERMISSION TO C

17. LINKING TOGETHER

The unity within a family might be compared to links of a chain—each link (or person) representing independent strength but necessary to unity with the other links (family members) to form a united whole.



Write your greatest strength on the "chain link." Cut out the link and unite it with the links of your family members. Create a unity chain and hang it in an important place in your home.

20. REMEMBERING SOMETHING SPECIAL

Tell about something special your family does as a group.

_____

_____

_____

_____

Share a family photo about this activity.

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21. DECIDING TOGETHER

As a family, rank order your answers (1, 2, or 3) to the following statements:

a. As a family, we would most like to

____ go on a picnic.
____ visit a museum.
____ go to a movie.

b. As a family, we think more money should be spent on

____ finding a cure for cancer.
____ exploring space.
____ cleaning up the environment.

c. As a family, we would most like to be

____ very rich.
____ very healthy.
____ very good-looking.

d. As a family, we would rather live

____ in a small town.
____ in a large city.
____ on a farm.

e. As a family, our most enjoyable season is

____ winter.
____ spring.
____ summer.
____ fall.

f. As a family, we most value

____ loyalty.
____ honesty.
____ generosity.

26. SHARING THE WEALTH

Pretend that your family has won a cash prize of $5000. Decide as a family how you will spend the money. Tell how you will spend the money in the space below.

_____

_____

_____

_____

27. TUNING IN

Plan a family evening of fun without the help of a television. Tell about your evening below.

_____

_____

_____

_____

_____

_____

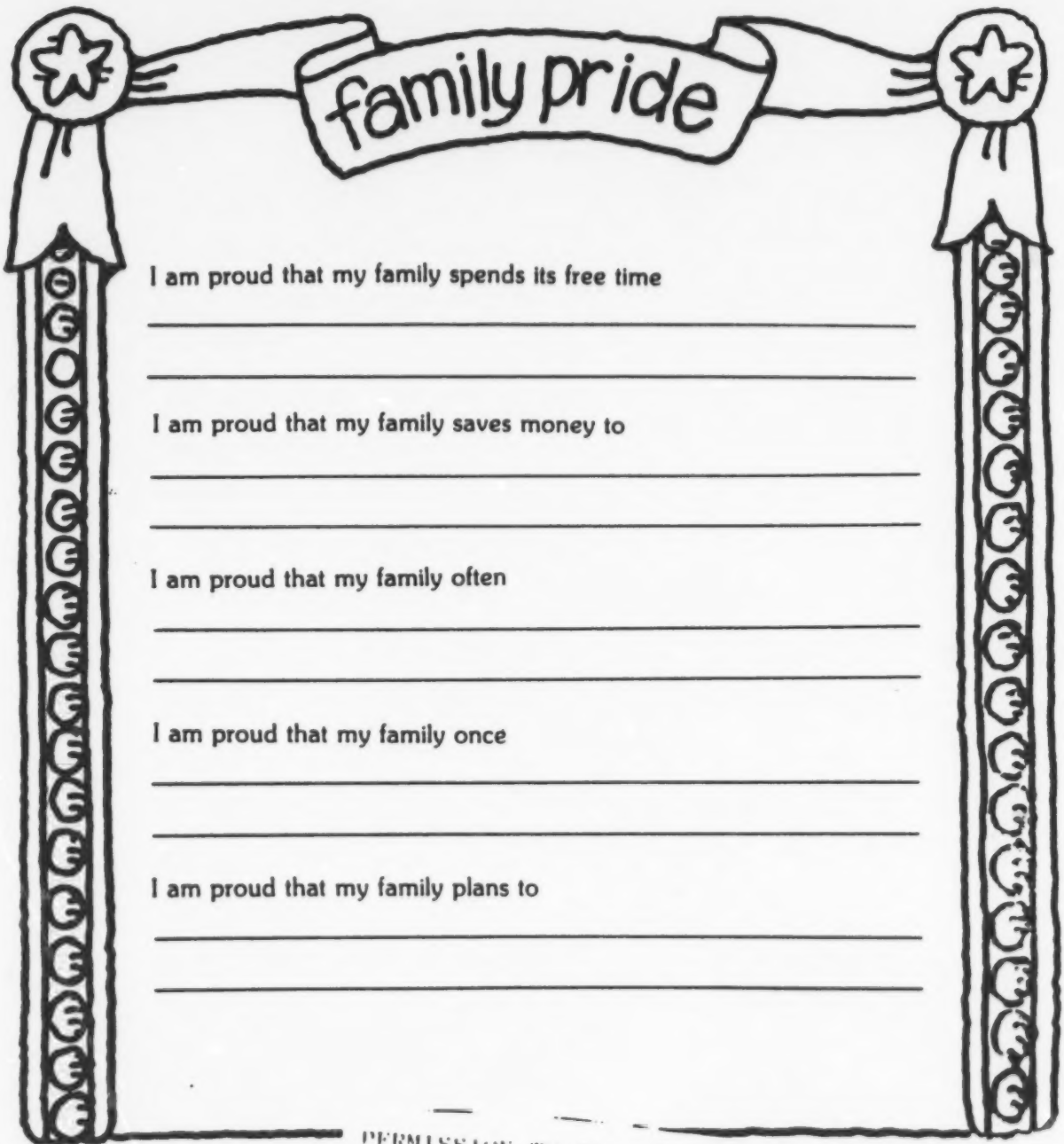
_____

Plan more evenings of family fun away from the television set.

70

28. TAKING PRIDE

Compiete the following sentences that tell why you are proud of your family:



I am proud that my family spends its free time

_____

_____

I am proud that my family saves money to

_____

_____

I am proud that my family often

_____

_____

I am proud that my family once

_____

_____

I am proud that my family plans to

_____

_____

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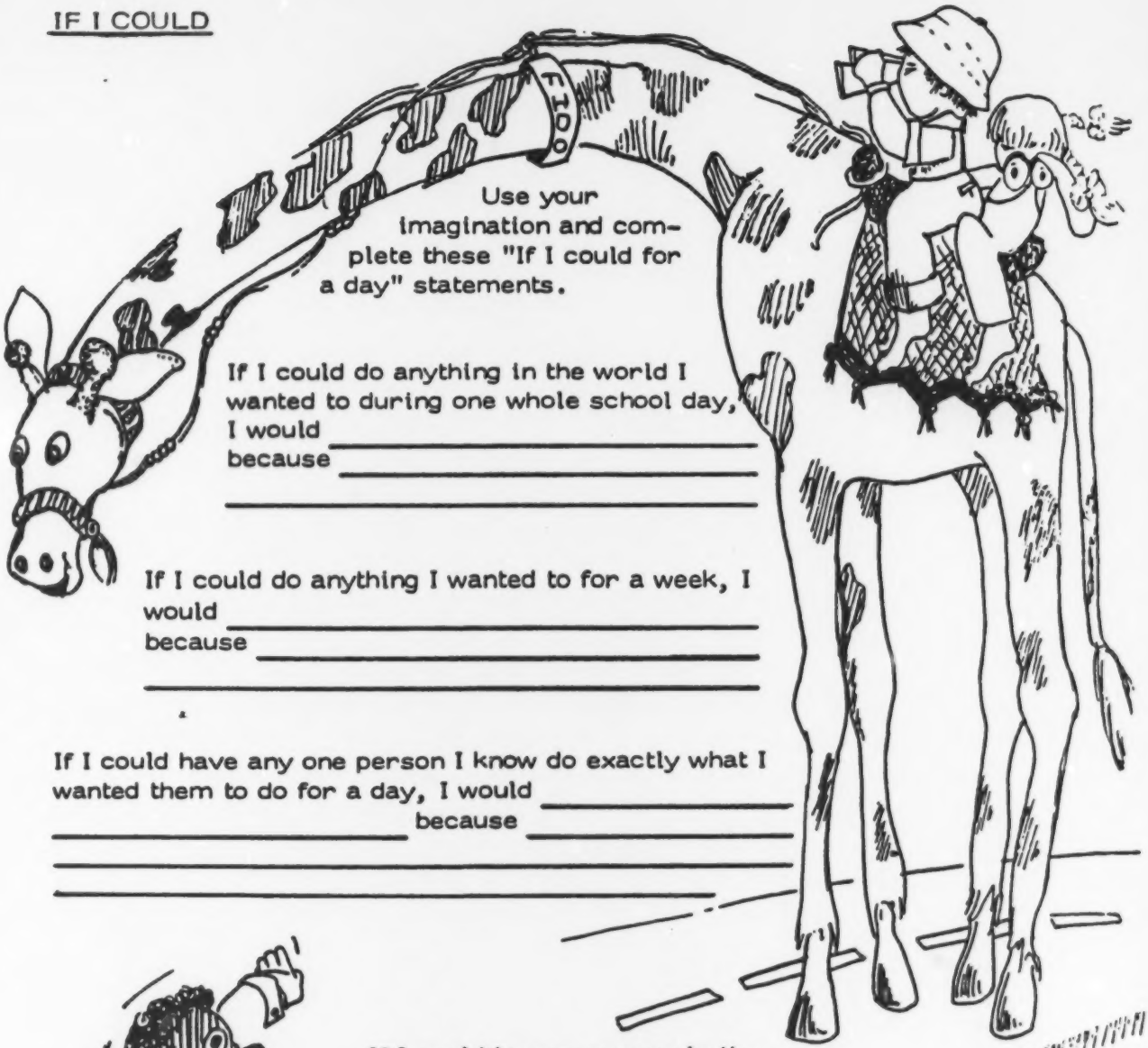
IF I COULD



Use your imagination and complete these "If I could for a day" statements.

If I could do anything in the world I wanted to during one whole school day, I would _____ because _____

_____

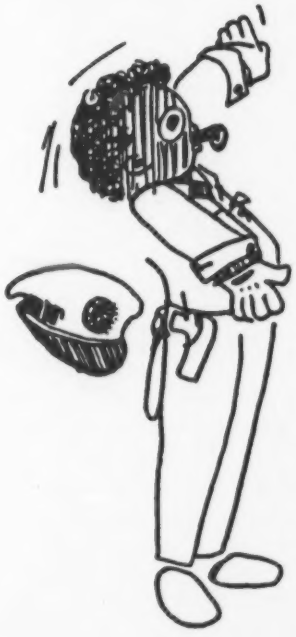
If I could do anything I wanted to for a week, I would _____ because _____

_____

If I could have any one person I know do exactly what I wanted them to do for a day, I would _____ _____ because _____

_____

_____



If I could be any person in the world for a day, I would be _____ _____ because _____

_____

_____

If I could have any job in the world for a day, I would be a(an) _____ because _____

_____

If I could go anywhere in the universe for a week, I would go to _____ because _____

_____

72 PERMISSIO

DAYDREAMING

If I didn't have to clean my room, I could:

1. _____
2. _____
3. _____

If I didn't have to do my homework, I could:

1. _____
2. _____
3. _____

If I didn't have to go to school, I could:

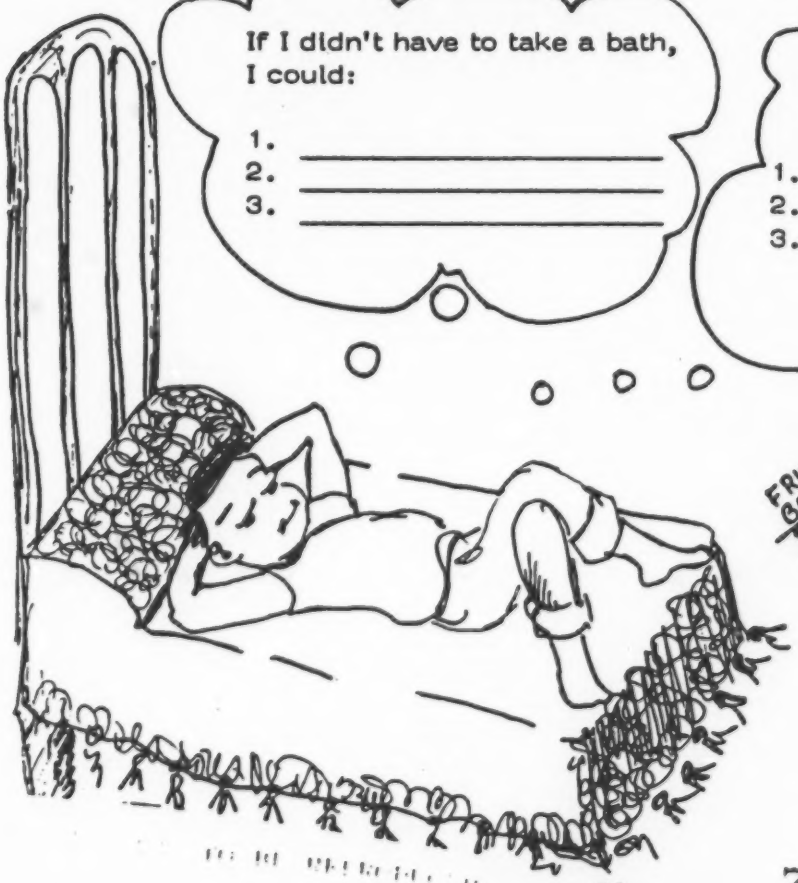
1. _____
2. _____
3. _____

If I didn't have to take a bath, I could:

1. _____
2. _____
3. _____

If I didn't have to go to bed, I could:

1. _____
2. _____
3. _____



Write three daydream activities of your own. Try to schedule your time so that you can do the things you have to d: as well as your "dream" activities.

PERSONAL NOTES

Write a letter to yourself describing the most important thing you have accomplished this week. Tell whether or not you think you did a good job. Give suggestions for improvement.

Date _____

Dear Self,

Love,
Me

A thought for tomorrow:

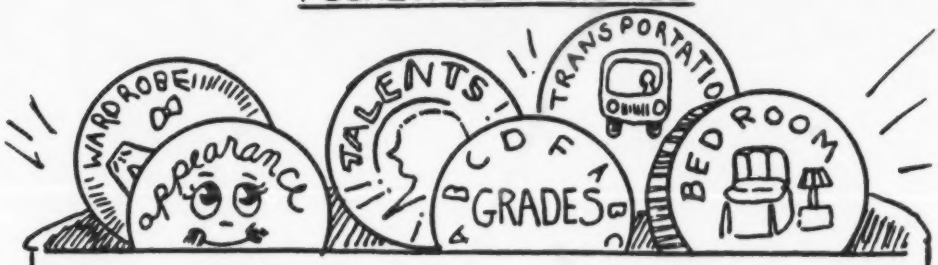
PERCEPTO GRAPH

Rate yourself on the PERCEPTO GRAPH.
(Try to be honest!)

	Never	Some-times	Most of the time	Always
I finish what I start.				
I am interested in people.				
I am willing to help when I can.				
I try to do what I say I will do.				
I am a loyal friend.				
I feel good about my school work.				
I always want to do a little bit better.				
I try to look my best.				
I am a dependable person.				
I make good decisions.				
I am not easily discouraged.				
I am a good family member.				
I can organize my time.				
I share in completing daily chores.				
I share with others.				
I am easy to get along with.				
Friends like to be with me.				
I am a good sport.				
I talk to others easily.				
I listen to others.				
I follow directions.				
I am able to take criticism.				

Check your PERCEPTO GRAPH rating and write a paragraph describing your strong and weak points.

POCKETFUL OF CHANGE



Use your magic "change power" to complete each statement.

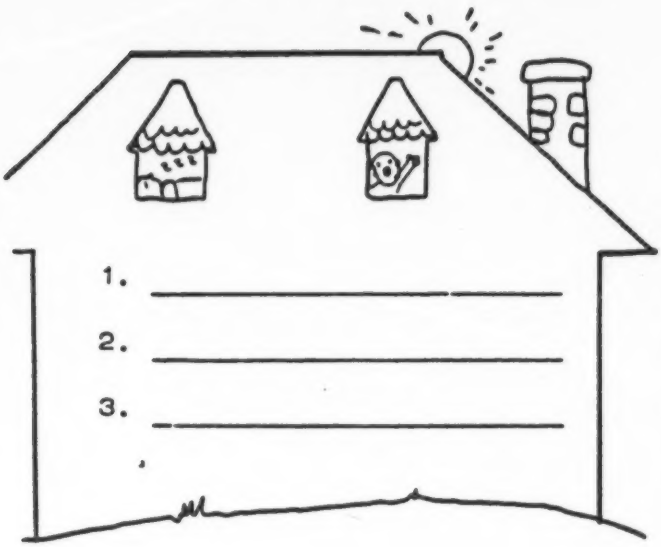
1. If I could change my appearance, I would _____.
2. If I could change my grade average, I would _____.
3. If I could change where I live, I would move to _____.
4. If I could change my transportation to school, I would _____.
5. If I could change my bedroom, I would _____.
6. If I could change my wardrobe, I would _____.
7. If I could change the seating arrangement in the classroom, I would _____ _____.
8. If I could change the playground, I would _____.
9. If I could change my talents, I would _____.
10. If I could change my weekends, I would _____.

Make a list of other things you would change if you could. Compare your list with the one made by a friend.

CHANGING THINGS

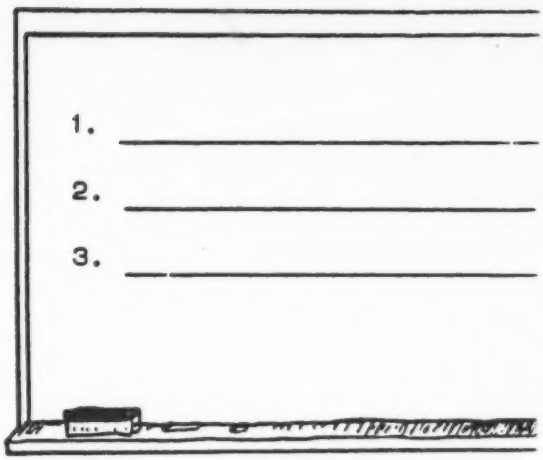
Imagine that you have the power to make changes in yourself, at home, at school and in the world. List changes that you would make in each of the following areas:

Changes In My Home



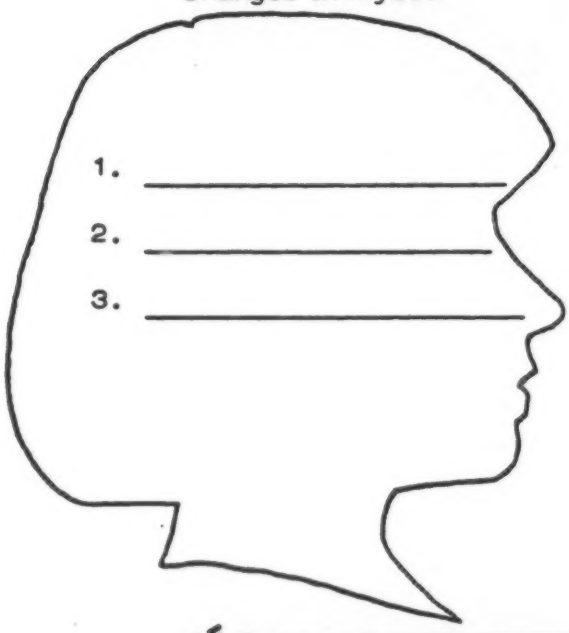
1. _____
2. _____
3. _____

Changes In My School



1. _____
2. _____
3. _____

Changes In Myself



1. _____
2. _____
3. _____

Changes In The World

1. _____
2. _____
3. _____

List the things that you would NOT change in yourself, in school, in your home and in the world.

EXPLORING MY SELF

Exercise--

Complete each sentence with 3 short responses that immediately come to mind. Be honest. Do not censor your responses.

..Overall I see myself as

..I like myself most when

..I like myself least when

..My mother always told me I was

..My father always told me I was

..If I were to admit how much I really like myself

..The scary thing about admitting that faults or no faults I like myself is

..When I feel proud

..When I feel sad, ashamed, guilty

..If I rejected the message about myself that others have given me

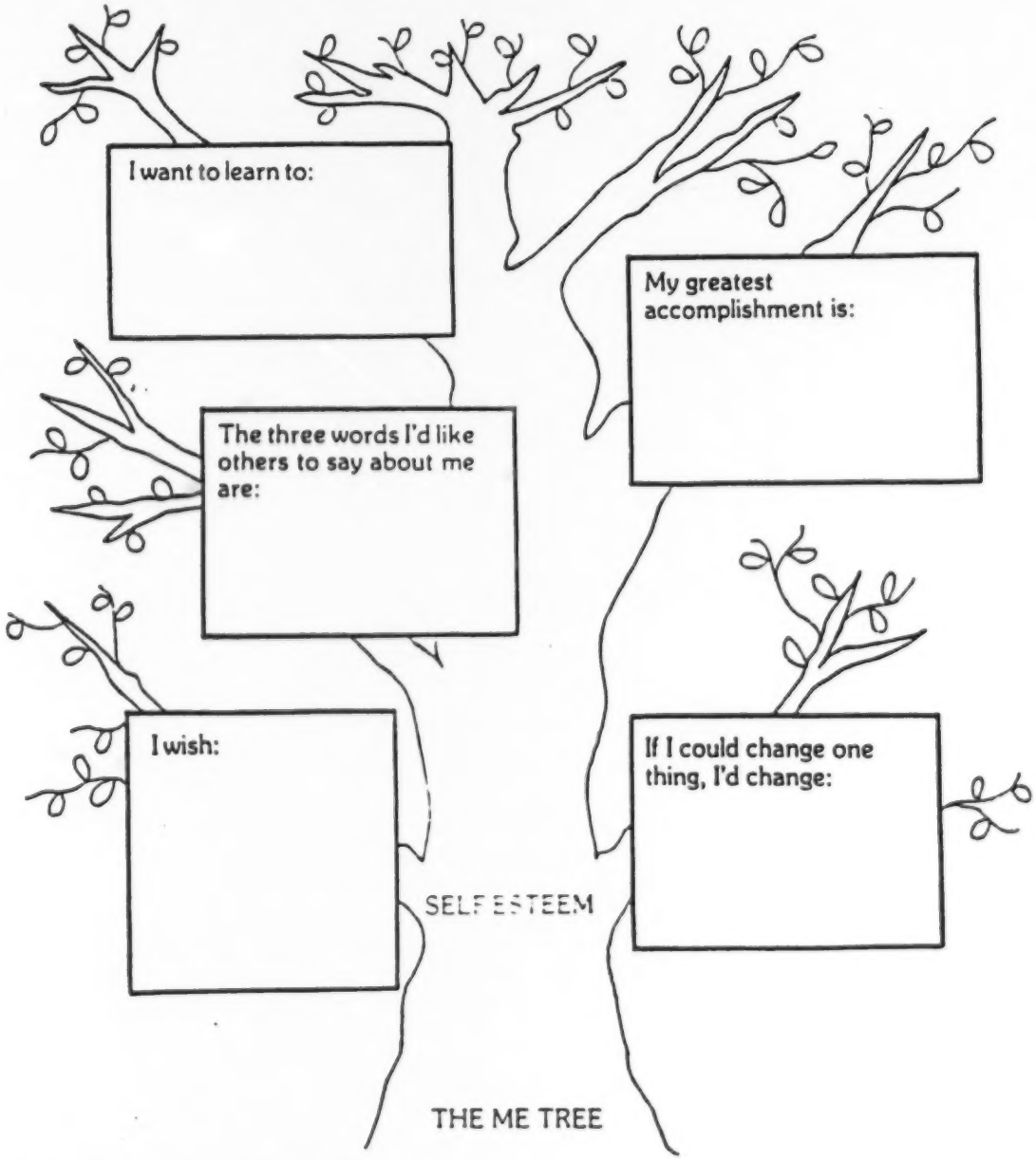
..If any of what I'm writing is true

..If I permit myself to relax and experience the joy of my being

Adapted from "How to Raise Self-Esteem".....Nathaniel Branden

THE ME TREE

As you learn more about yourself and begin to see yourself more positively, your self-esteem will grow -- like the trunk of a tree -- larger and stronger. You will be able to branch out in new directions, develop new interests, learn new skills, and make new friends. The stronger your self-esteem, the more branches you can support on your ME TREE. Complete the sentences in the boxes to strengthen your self-esteem.


I want to learn to:
My greatest accomplishment is:
The three words I'd like others to say about me are:
I wish:
If I could change one thing, I'd change:
SELF ESTEEM
THE ME TREE

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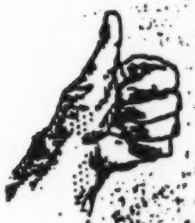
"Pat on the Back"

This is to certify that



_____

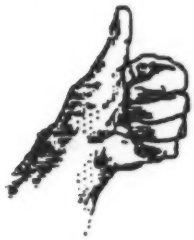
is entitled to a "Pat on the Back" for

_____

Date _____ Name of Presenter _____

"Pat on the Back"

This is to certify that



_____

is entitled to a "Pat on the Back" for

_____

Date _____ Name of Presenter _____

BEST COPY AVAILABLE

To: _____

Signed: _____

83

To: _____

From: _____

84